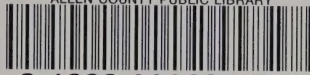


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DOWNES, RANDOLPH CHANDLER,
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THE MAUMEE VALLEY, U. S. A.

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THE MAUMEE VALLEY U. S. A.

An American Story

by

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The City, the River and the Bay.

(Photo by Dr. Leonard Nippe)

PREFACE

American History takes place in a vast area of which many localities are parts. This book tells of American History from the point of view of one section of that area—Northwestern Ohio and the Maumee Valley. There is no desire to exaggerate our region. There is a desire to show that our locality did have its place in our general history. When this is understood by people of our Valley, general American History will seem closer and dearer to us. We all want to be part of something bigger and grander than ourselves. Therefore we want to know our own part better, and to help join with other parts in a new and humble concert of local appreciation of our national greatness.

This book is written for pupils of the seventh and eighth grades. Vocabulary and sentence structure are on that level. Specific examples or explanations reinforce concepts and generalizations. The idea of democracy in its local unfolding is emphasized. The people of our Valley are seen in relation to the people of all America.

Each Unit represents a local version of a corresponding larger unit in American History. Hence the facts of local history are no more isolated than are those of general history. Meanings are amplified by subdivisions. These are given chapter headings and topic headings. The breadth of history beyond politics and economics is as present locally as it is nationally. That is why this book treats of aspects of social history, science, art and literature.

Maumee Valley—U.S.A. was written to help make our history more neighborly. Every neighborhood has its history. The history of every neighborhood is a part of the history of the nation. Perhaps, some day, the history of the nation will be written as a combination of the histories of all the neighborhoods.

Many school teachers and administrators have helped the authors and the illustrator in the preparation of this book. They include Philo C. Dunsmore, Harold E. Ryder, Leona Probst, Elsie Bradford, Florence Davidson, Richard Drouard, Virginia Flaggert, Helen Fox, Robert Guise, Sidney Hershman, Helen Pflgebraar.

Special acknowledgement is made to Dr. Harold Towe of the University of Toledo for help in keeping the record straight in the chapter on local government.

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Junction of Swan Creek and Maumee River about 1800
—from a painting by S. H. Phillips.



Junction of Swan Creek and Maumee River in 1950.

(Photos by Charles R. Morgan)

INTRODUCTION

THE HISTORY OF OUR LOCAL HOMELAND IS PART OF THE HISTORY OF AMERICA AND THE WORLD

We of Lucas County and the Maumee Valley live on land that has been prepared for us. For millions of years Nature changed the earth and its climate into what they are today.

When the land and the climate were ready, people came here to live. The first people to come to our Valley were the Indians. They were descended from men and women who came from Asia long before Columbus discovered America.

The next people to come to our Valley were the French from Europe. At first they settled in Canada, but, after a while, some French came to the Maumee country and made friends with the Indians.

Next came the English who were enemies of the French. The English first settled in the eastern part of North America. Then some of them crossed the mountains and defeated the French. This brought the English to our Valley.

At last came the Americans who were enemies of both the English and the Indians. The Americans drove their enemies out of the Maumee Valley, and prepared it for us to live in according to the American way of life.

After that, people from every country in the world came to our Valley—every nationality, every race, every religion, every type of thought. They absorbed much of what was here and also contributed their bit to make it a little different. Thus the American way of life as it is lived in our own section of America has been made by all kinds of people learning to live together.

Thus the history of our own local homeland is part of the history of America and of the world. The purpose of this book is to tell in more detail how the people of our Valley played their part in this history.

Unit 1 **THE INDIANS AND EUROPEANS OCCUPY THE OHIO COUNTRY**

CHAPTER 1

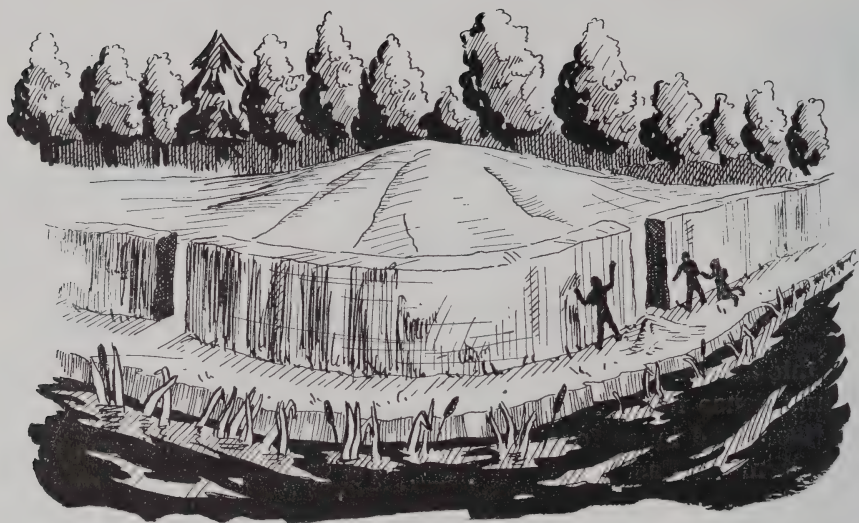
Indians and French Come to the Maumee Valley

Ohio and the Maumee Valley were in the center of an area of rich soil and dense forests which were once full of fur-bearing animals. The rivers and lakes formed natural highways by which one might travel from the East far to the West. Yet there was much trouble in the settling of the land by the earliest people. There were even times when scarcely anyone could live there at all. To establish a home sometimes meant death or banishment. People avoided traveling through the "bloody land." It was a battleground for the Indians, the scene of struggles between Indian tribes and whites, and a theater for the conquest of the West by Frenchmen, Englishmen, and Americans.

The Mound Builders. About 900 A.D. a group of Indian tribes came into Ohio. They may have migrated from the south because some of their skills seem to resemble those of the Mayas. They had a high type of community life which centered around the cultivation of corn. As a part of their religion they buried their dead in ceremonial mounds. With the bodies they put pottery, copper ornaments, and weapons. Some fine examples of the Mound Builders' skill may be seen in southern Ohio.

The Maumee Valley Mound Builders were not as skilled as the Indians of the southern part of the state. No pottery or other evidences of fine craftsmanship were found in the northern mounds.

Perhaps these Indians should be called the Rampart Builders. It appears that their mounds were really bases for high wooden fences which they used as fortresses to resist attack from their enemies. Two of these mounds were in the Toledo area. One was on the east side of the river just south of the present Fassett Street Bridge. The Daughters of the American Revolution placed a marker in a part of the area where the mound used to be. The high river bank and the mound behind it have since been cut down. The other mound was near the mouth of Swan Creek, not far from what are now Oliver and Clayton Streets. It was a high bluff beside the Mau-



Prehistoric Indian Fortifications on the Maumee River.

me River. Both mounds were located where the river bends sharply. The defenders could, in that way, see canoes approaching from both up and down stream.

The Erie Indians Come to the Ohio Country. No one knows what happened to the Rampart Builders. Some archaeologists think they might have been Erie Indians, members of the Bobcat tribe, as the French called them. These Indians came from what is now western Pennsylvania to hunt in the Ohio country. It is known that, in the early 17th century, Erie hunting parties did come to the Maumee Valley. This tribe became the sworn enemies of the Iroquois of New York because they would not trade for furs with the Dutch and English.

The Iroquois spoiled the fur-trapping in their New York home by killing all the animals, especially the beaver. In order to make a living they wanted to force all the tribes in the Lake country to sell furs to the English and the Dutch. The Iroquois sought to act as middlemen.

The Eries wanted to sell furs to the French of Canada and to hunt and fish where they pleased. In 1655 the Iroquois, in a surprise attack, destroyed the Eries completely. Those who escaped slaughter either were made slaves or fled to other tribes for refuge. For a long time after the massacre of the Eries no tribe dared come into the Ohio country. It became a lonely land, rich and beautiful, but dangerous.

For the next fifty years the Iroquois made war on all the tribes in the Great Lakes-St. Lawrence region. Small bands of their victims wandered around looking for new homes, but all of them avoided the southern shores of Lake Erie and the entire Ohio country.

French Fur Traders. French fur traders first came to the St. Lawrence valley in 1608. Two of the settlements which they started have become the great cities of Quebec and Montreal. The fur trading was with the Indians of the upper lakes and the Ottawa River of Canada. In that way they avoided the Iroquois. There is a map on page 10 showing these French locations.

However, the Fox Indians of the Wisconsin-Green Bay country caused almost as much trouble as the Iroquois. The Fox were a proud tribe and resented the efforts of the French fur traders. From 1712-1738 the Fox waged war against the French. The great chief, Kiala, persuaded many other tribes to join in the conflict so that the Wisconsin-Illinois country was in a state of war for over 25 years. The Fox were almost completely wiped out, and other tribes left for more peaceful lands. The French were forced to seek other sources of trade and less difficult ways of sending furs to market. The trappers turned to the Maumee-Wabash area for a new trade route and for a way to reach the new French possession of Louisiana.

The explorations of the great French explorer, La Salle, added Louisiana to New France. He investigated all the trade routes from the Great Lakes to the Mississippi River and, by 1682, he had claimed for France the entire Mississippi Valley. La Salle and the traders who came after him found that the southern route through Lake Erie and the Maumee Valley was more efficient than the other trails to the north and west.

Trails Used by the Fur Traders. One of the northern trails was by way of the Fox and Wisconsin Rivers to Green Bay and across the upper Great Lakes to the Ottawa River in Canada and to the eastern markets. The other northern route was through the Illinois and Chicago Rivers to the upper Great Lakes and east from there much the same as the other northern journey. The southern route made use of the Wabash and Maumee Rivers with a portage between them at what is now Fort Wayne. Both Lake Erie and Lake Ontario were used to reach the large fur-trading posts in the eastern part of Canada. The new route was much shorter and easier to travel. It took some time for the government of France to establish settlements along the new trails, but by the beginning of the 1700's trading posts had been started.

New French Outposts. By 1701 the French were enjoying more peaceful relations with the Iroquois Indians. That was the year when the French commander, Antoine Cadillac, established the post which is now Detroit. Two years before, New Orleans had been started at the mouth of the Mississippi River in Louisiana. Other settlements were located on the shores of Lake Ontario, but for quite a while no trading posts were located on the shores of Lake Erie.



An Indian Village.

Other Indians Come to the Ohio Country. After the French had made peace with the Iroquois, some of the Indian tribes began to drift into the Ohio country. The Miamis came first. They built villages in the Maumee Valley though not in what is now Lucas County. They gave their name to the river which was, at first, called the Miami of the Lake. The Ottawas came down from Detroit and started towns in what is now Lucas County. They lived near the shores of the Lake. The Wyandots, or Hurons, from Canada, also moved into northern Ohio, but the Shawnees and Delawares, who entered from western Pennsylvania, stayed more to the south. In every case the Indians came to the Ohio country because they thought that the French would protect them. The map on page 7 shows these locations.

The Indians were glad to have the French in the Maumee Valley and other parts of Ohio. Hunting and fishing could go on as it had before the Iroquois drove out the tribes. The French did not try to change the living habits of the Indians. In fact, some of the French married Indians and lived with the tribes. People were not encour-

aged to come to settle on the land so as to upset the Indians. Life for the Indians appeared to be better—for a while.

There is another thing to remember. The new southern trade route brought the French nearer to the English settlements. This was not good for the safety of the Indians or the French. The English were beginning to think about moving west to find new homes.

VOCABULARY

- | | |
|------------------|-------------------|
| 1. archaeologist | 5. migrate |
| 2. conflict | 6. Mound Builders |
| 3. deceased | 7. portage |
| 4. middle man | |

THINGS TO REMEMBER

1. What were some of the natural advantages of the Ohio country?
2. In what ways were the Mound Builders of southern Ohio more skilled than the Indians of the Maumee Valley?
3. Why were the Iroquois in the Ohio country? Why did the Eries become their enemies?
4. How did the wars with the Fox Indians affect the French fur trade?
5. When did the Indians begin to move back to the Ohio country? List the tribes which came.
6. Why did the French and Indians get along well together?

CHAPTER 2

The English Become Rivals of the French in the Indian Fur Trade

The French claimed a vast amount of land in North America, but they did not encourage families to make homes and build up settlements as much as the English and Americans did later. Not many people lived in New France, as Canada was called.

When the English came to America, they occupied only the eastern coast from the ocean to the Appalachian Mountains. However, thousands of families, or colonists, migrated to the New World and established homes. These people wished to govern themselves

and plan their own lives. Under the protection of the British the colonists were able to carry out these ideas.

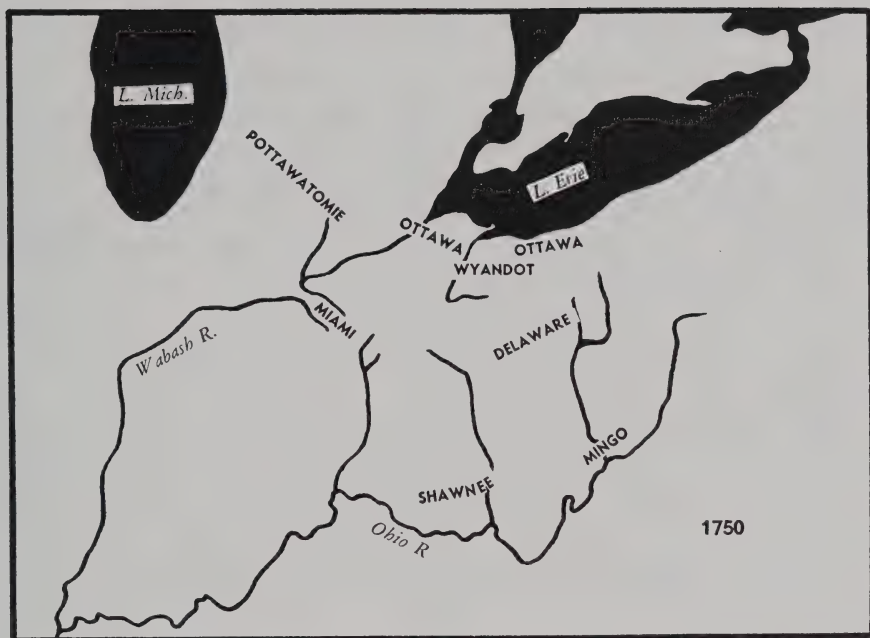
The descendants of the pioneers in the thirteen colonies raised large families and kept moving westward until, finally, the time came when they thought about crossing the mountains.



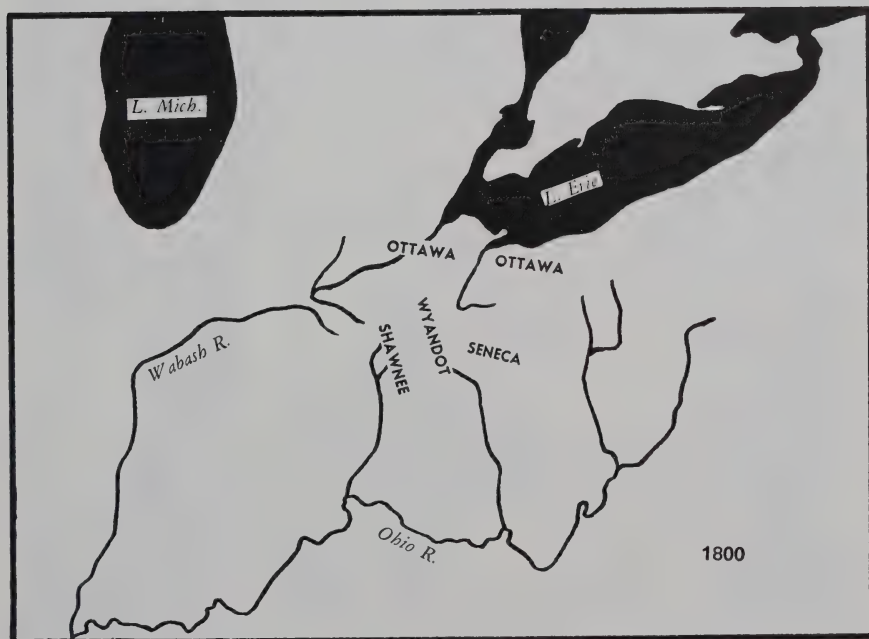
Location of Indian Tribes in 1705.

English Traders Come from the East to the Ohio Valley. By 1750 English fur traders were in the southern part of the Ohio country. They bought furs from the Shawnees, Delawares, and the Miamis. The Miamis, by that time, had expanded from the Maumee Valley until some of them were living along the shores of the Miami River of the south. They had a village in this area which was called Pickawillani.

George Croghan Sets Up Posts and Trades with the Indians. The Indians soon discovered that they could do better by trading with the English. The guns, ammunition, and blankets were cheaper. The price received for furs was better, and the English bought more than the French had been purchasing. The Indians liked the French,



Location of Indian Tribes in 1750.

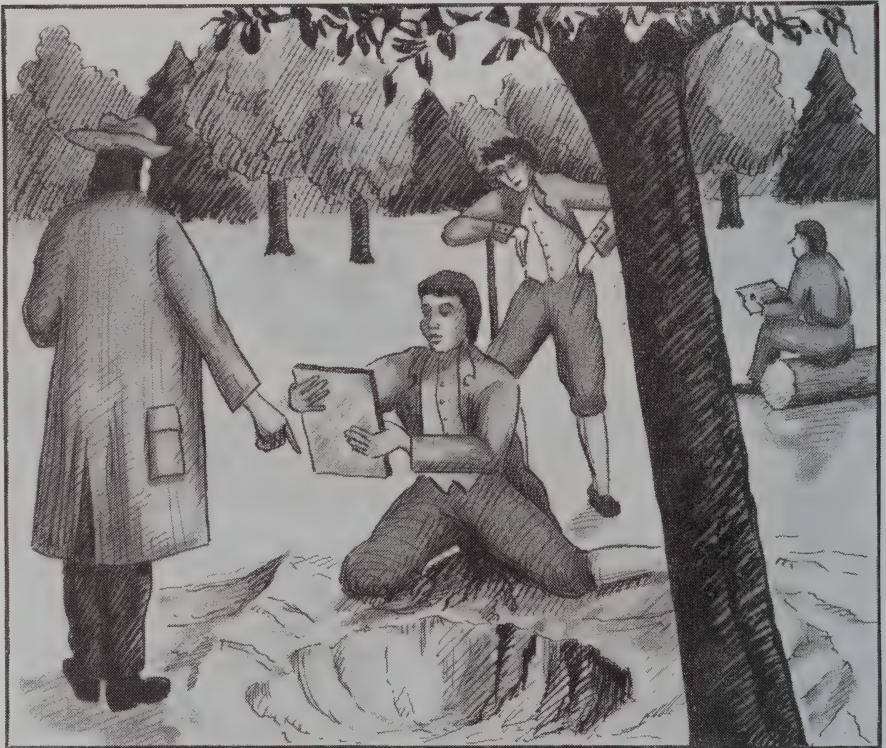


Location of Indian Tribes in 1800.

but the English paid more, so the tribesmen began to trade with them.

George Croghan was the greatest of the English fur traders. He set up many trading posts and in the 1740's and 1750's he made a fortune. The tribes of the Lake Erie region, especially the Ottawas, were his customers. He was proud of the fact that he had influence among them, and that he was well received when he visited their villages. It was Croghan who persuaded many of the Indians to leave the French and trade with the English.

The French Take Measures to Protect Their Fur Trade. The French found it necessary to think of ways to win back the Indians. In 1748 there was a plot to unite all of the Lake Indians into a pro-English confederacy. The leader was the Wyandot chief, Orontony, who lived near Sandusky. The French heard of the plan and made Orontony a prisoner. They informed him that they knew what he was trying to do. The chief was then taken to the French commander in Detroit and made to apologize and ask forgiveness for plotting against the French. New French trading posts were built on Sandusky Bay and at other points along the lake shore. Reminders



Celoron Buries Lead Plates Claiming the Land for France.

of the French settlements may be seen in the town of Bono and at Toussaint Creek.

French Expedition to the Ohio Country. In 1749 a small force of French and Canadian soldiers, plus a few Indians, commanded by Pierre Joseph Celoron went from Montreal to the Ohio country. Several things were to be accomplished. They were: (1) order the Indians to stop trading with the English; (2) drive all of the English traders out and seize their goods; (3) place large lead plates in conspicuous places. These plates were stamped with the French coat of arms, and told emphatically that the French owned and controlled the Ohio country. The expedition was not very successful because the Indians were doing very well trading with the English. The commander of the expedition placed the lead plates in the Ohio country—deep under ground. When the expedition went to Pickawillani, the French ordered the Miamis who were there to return to the Maumee Valley. The chief promised that they would do so after the spring hunt was over, but he never intended to keep his promise.

The French decided to force the Indians to trade with them. In 1750 they sent two expeditions from Montreal to Pickawillani. Both of the commanders took their troops up the Maumee Valley. The first group never reached the town because the Indians all deserted. The second one succeeded. A surprise attack was made. The English traders were captured and sent to France. Supplies worth £5000 were seized and several Miamis were killed. The rest moved back to the Maumee-Wabash country, and Pickawillani became a ghost town.

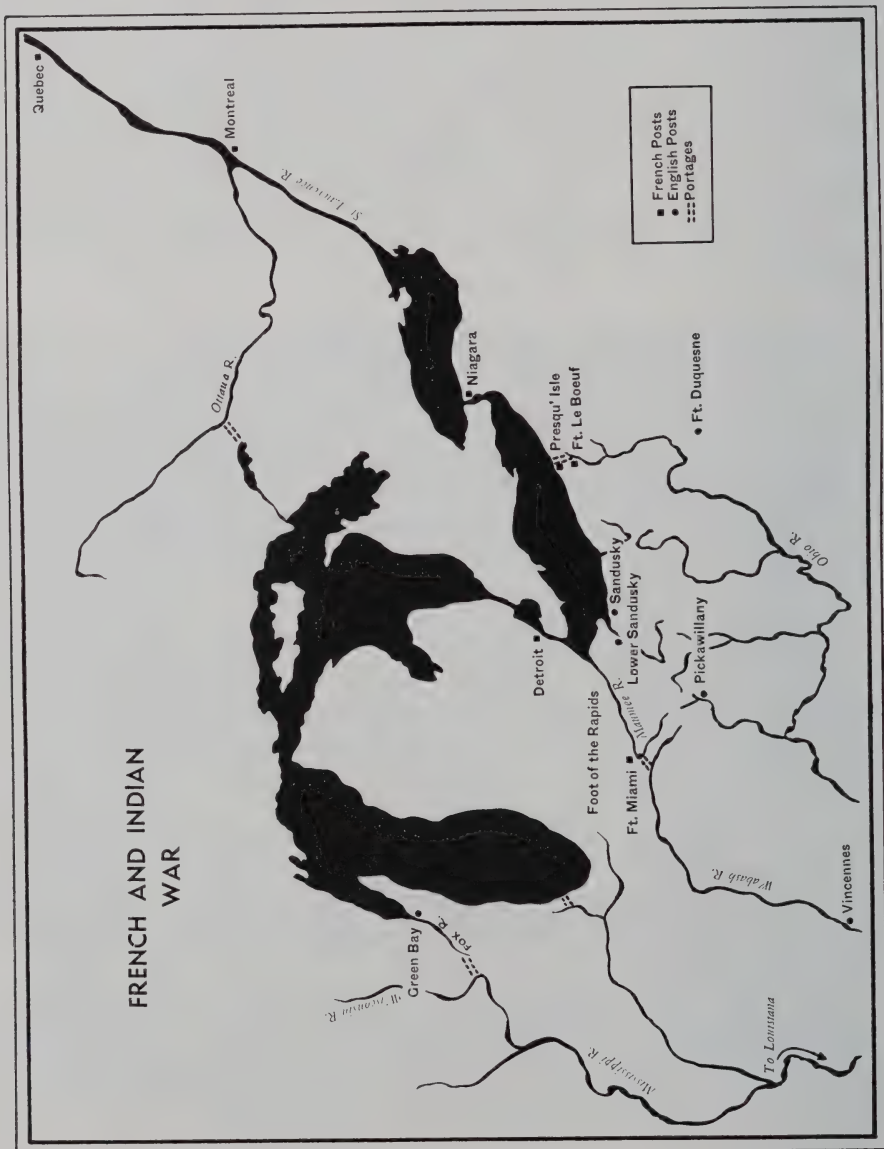
The French believed that the entire Ohio valley was a part of Canada and, therefore, owned by France. Trading posts were established from Presque Isle (Erie, Pennsylvania) to Fort Duquesne (Pittsburgh). The English were expected to stay on the other side of the mountains.

The English Begin to Settle West of the Mountains and There Is War. Several of the English Colonies claimed land in the west. They were already surveying the territory. Companies were organized to start settlements in the districts claimed by Connecticut, New York, Pennsylvania, and Virginia.

In the autumn of 1753 the governor of Virginia sent Major George Washington to request the French to withdraw from the territory claimed by Virginia. The French refused and began to build Fort Duquesne to replace the log fort of the English.

The Beginning of the French and Indian War. After he had reported to the governor, Washington returned to the western lands with a force of 200 men to make the French leave. At first his efforts were successful, but he was finally defeated at the battle of Great Meadows. This was really the beginning of the French and Indian War although the formal declaration did not come until two years later in 1756.

The French were victorious in all the early battles. The Indians believed that the French would win the war. Most of the tribes



which had been friendly to the English went over to the side of the French and helped fight the British.

In 1755 the English sent General Edward Braddock to fight the French at Fort Duquesne. Washington was with him and gave valuable advice. However, the French won the battle and General Braddock was killed.

The Indians then helped the French in furious border raids on the English, and expected to drive them far back to the East. For the next few years life on the frontier was full of uncertainty and terror.

Defeat of the French. In England the Prime Minister, William Pitt, and the Parliament became alarmed at the growing difficulties of the English Colonies in America. Troops were sent and they, with the help of the colonists, defeated the French. Fort Duquesne was captured and renamed Pittsburgh; then Niagara fell. Finally Quebec, the capital of New France, was won by the British.

In 1763 the French surrendered to England all the territory claimed by France in North America. British soldiers were sent to various cities and towns to take over the forts from the French. The Maumee Valley at that time actually became a part of the British Empire.

The Indians Do Not Believe They Are a Conquered People. After the French and Indian War ended, the Indians did not expect that they would lose their land. They thought that, since the English had proved to be stronger than the French, they should be able to keep peace and order. The Indians planned to live in their villages and hunt and fish as they had before.

When the British troops came into the Indian country to take over the posts along the Lake, the Ottawa chief questioned the right of the English to be there without permission. The Indians did not think of themselves as a conquered people.

During the War, when they were allies of the French, the Indians had killed many soldiers and civilians. The British commanders felt that punishment should follow. The Indians were told to return to their villages and were not given the gifts of ammunition which they had been accustomed to receive.

These things made the red men angry. They felt that they should have the ammunition which they needed for hunting. Did

they not share the Indian lands with the white men? They had heard, too, that the British were even allowing white men to start settlements on the Indian lands. The French had been friendly and helpful, but it looked as if the English might be planning to destroy the Indians.

Pontiac's Conspiracy. The Indians listened eagerly to Pontiac, an Ottawa chief. He had a plan to unite all of the tribes and destroy the English before it was too late. Large numbers of the Ottawas and some French had moved from Detroit to Northwestern Ohio to get away from the English, whom they both hated. Now, Pontiac, the chief, was calling for an Indian uprising and the tribesmen were ready to join him.



Pontiac.



An Indian Medicine Man.

The French promised that France would soon reconquer Canada. The Medicine Men worked their charms and promoted an "America for the Indians" movement. They promised that the Great Spirit would help his children destroy the English. In the spring of 1763 they planned to surprise and kill all the English in every post in the west.

The Maumee Valley was right in the center of the conspiracy. In the section from Green Bay to Presque Isle, nine forts were captured by the Indians. Among them were Fort Wayne (then called

Fort Miami) and Sandusky. Detroit was surrounded, but, after a siege of 153 days, it was rescued. This affair was marked by the heroism of the commanding officer.

Defiance by Pontiac. The English sent reinforcements to relieve the besieged forts and to recapture the ones which the Indians had taken. The uprising failed to accomplish its purpose. Pontiac, unpunished and despising the British, retired to Indianola Island in the Maumee River above the present village of Waterville.

A messenger was sent from Detroit by the English to tell the Indians that it was useless to resist any longer. Pontiac made the messenger a prisoner and declared, "I will never be a friend to the English. I shall be a wanderer in the woods; and, if they come to seek me, I will shoot at them while I have one arrow left."

The English realized by that time, that, if they did not change their policy in dealing with the Indians, there would be more uprisings and more lives would be sacrificed. They began the difficult task of teaching the Indians that the English were their friends. Before he died in 1769 Pontiac had become more friendly with the English.

VOCABULARY

- | | |
|-----------------|-----------------|
| 1. accomplish | 6. establish |
| 2. conspicuous | 7. hostage |
| 3. conspiracy | 8. Medicine Men |
| 4. defiant | 9. revenge |
| 5. emphatically | 10. surveying |

THINGS TO REMEMBER

1. Contrast the ways that France and England made settlements in the New World.
2. What did George Croghan do to help the English fur trade?
3. What measures did the French take to get back their lost business?
4. How did George Washington serve the colonies when he was a young man?
5. Why did the Indians desert the English?
6. Why could France not win the French and Indian War?

7. What was Pontiac's Conspiracy?
8. How did the English profit from their experiences with the uprising?

UNIT ACTIVITIES

1. Use a map of Ohio to show where the mounds of southern Ohio are or were. Use pictures to illustrate the type of mounds.
2. Make a model of the section of the Maumee River at Toledo and show how the Rampart Builders' mounds might have looked.
3. Imagine that one of the Erie Indians who escaped the massacre by the Iroquois tells what happened when his tribe was destroyed.
4. By means of a series of pictures show how George Croghan influenced the Indians to trade with him.
5. Make a picture map of the homes of the various Indian tribes after they came back to the Ohio country.
6. If George Washington had kept a diary of his activities during the French and Indian War and the years just before it, what might he have written?
7. Dramatize scenes which might have happened in the camps of the Indians when Pontiac was urging them to go to war against the Indians.
8. Prepare a game—Who Am I? Write a few statements that describe some of the people mentioned in this unit. See if the class can guess who they are. Statements about the following people might be included: Mound Builders, Iroquois, Eries, Fox Indians, Miami Indians, Pontiac, Cadillac, George Croghan, Celoron, and George Washington.

BOOK LIST

Bowman, David W., **Pathway of Progress, A Short History of Ohio.**

Bunce, William H., **Son of the Iroquois, War Belts of Pontiac.**

Crouse, D. E., **The Ohio Gateway.**

Crump, Irving, **Mog the Mound Builder.**

Downes, Randolph C., **The Conquest.**

Drake, Frances S., **Indian History For Young Folks.**

Skinner, Constance Lindsay, **Beaver Kings and Cabins.**

Solomon, Julian H., **Book of Indian Crafts and Lore.**

Sweetster, Kate Dickinson, **Book of Indian Braves.**

Many other fine books on the subjects discussed in this unit may be found at the Public Library. The Library issues book lists which cover almost all of the history which is taken up in the elementary schools.

VISUAL AIDS

(To be obtained from the Visual Aid Department of the Toledo Public Schools.)

The Story of the Indians. (25 slides.)

Unit 2 **The English and the Indians Keep the Americans from Controlling the Maumee Valley during and after the Revolutionary War**

CHAPTER 1

New Indian Policy Leads to Taxation of the American Colonies

The English were anxious to prevent another Indian uprising, so they began to plan a new policy in dealing with the tribesmen. Pontiac's revolt had shown the British that a strong army and many forts were needed in America. Elaborate plans were made to deal with the Indian problem.

The Royal Proclamation of 1763 was the first step. Some of the provisions were: (1) white settlers were not allowed to cross the mountains; (2) if illegal settlements were made on Indian land, the soldiers would force the people to leave; and (3) small pieces of Indian lands beyond the mountains could be bought only for setting up fur trading posts.

Plans to Preserve the Fur Trade. Definite plans were made to promote the fur trade. A Superintendent of Indian Affairs was put in charge of the Indian country north of the Ohio River. Trading could be carried on only at certain posts which were to be in charge of deputy superintendents. Fair prices for furs were to be set. The quality of goods traded to the Indians was to be guaranteed. Traders were to be licensed and bonded for good behavior. Use of liquor in Indian trade was prohibited.

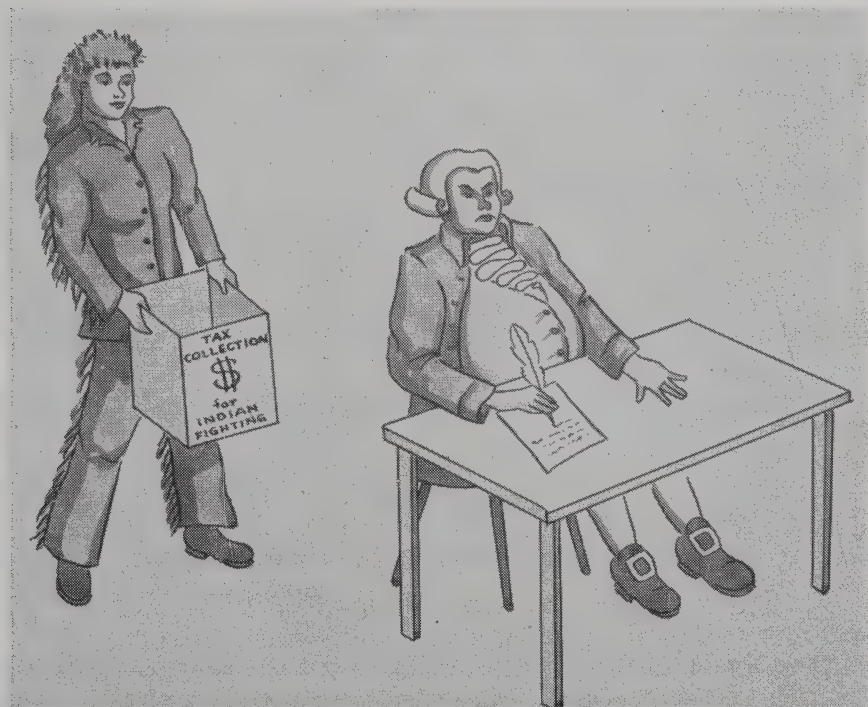
George Croghan Explains the New Indian Policy. George Croghan started the new plan among the Indians of the Maumee Valley and the surrounding area. He held councils with every tribe in the Ohio Valley and the lake country and obtained their pledge to take part in the plan. In 1765 Croghan took Pontiac with him to Detroit. A grand Council of nine tribes of the Maumee and Sandusky Valleys was being held. Croghan spoke to the assembly. He persuaded the Indians to return all of their war captives, to permit a series of trading posts to be built, and to recognize the English as their new "fathers".

The old French practice of giving gifts to the Indians was re-established, and £7,000 a year were to be used for the purpose.

The Americans Are Directed to Raise Money for the New Indian Policy. The new Indian policy was expensive to operate. Grenville, the Prime Minister, figured that it would cost about £350,000 to operate it each year. England had been at war so long that the treasury was nearly empty, and taxes were already very high. Grenville thought that the Americans should pay part of the cost of the new plan because they were the ones who would benefit from it more than the English would.

The local American governments were expected to pay about one third of the cost of the new policy, and they were given a year to raise the money by their own taxation. To the English this arrangement seemed reasonable.

Most Americans Not Interested in Indian Problems. The majority of Americans were not interested in Indian problems. Each colony had its own government which was in no way related to any of the other colonial governments. The affairs of their own towns were all that most of the colonists thought about. Travel was difficult and many



"Sorry, young man, I'm too busy to be bothered by your Indian troubles."

people never journeyed beyond the borders of the town in which they had been born. The Maumee Valley and hostile Indians seemed very far away. It was almost impossible to make the colonists see that they should contribute money to help Indians who were hundreds of miles away.

A few Americans had visited the western lands and were familiar with Indian uprisings. They knew the terror of Indian attacks. These Americans had also seen the possibilities for the development of the country beyond the western mountains. They felt that it was outrageous that white settlers were forbidden to take up the western lands. It was their idea that Americans on the frontier should have protection while they were establishing homes in the West.

The Americans Raise No Money for the New Indian Policy. After a year had passed, none of the Colonies had raised the money which Grenville needed. He was displeased because the same thing had happened during the French and Indian War. The Prime Minister and Parliament realized that something else would have to be done. England must have money. The budget could not be balanced by promises and by voluntary contributions. So another plan would have to be tried.

VOCABULARY

- | | |
|------------|---------------|
| 1. budget | 4. outrageous |
| 2. deputy | 5. voluntary |
| 3. hostile | |

THINGS TO REMEMBER

1. To prevent future uprisings of the Indians, what plans did the English make for them?
2. How did George Croghan help the English with their new plans?
3. In what ways did England plan to raise money for the new Indian policy?
4. What ideas about western lands and Indians did the Indians have?

CHAPTER 2

Results of the Failure to Raise Money For the New Indian Policy

The English needed money to carry out the new Indian policy. They tried to get the American Colonies to tax themselves in order to pay part of the cost of the program.

In 1765 Parliament passed a Stamp Act which was to be used in the American Colonies to raise revenue. The colonists refused to pay the tax because they had no part in making the law. After the Stamp Act was repealed, the Townshend Acts were put into force. They taxed imports which were almost necessities. Those levies were also unacceptable to the Americans and were repealed.

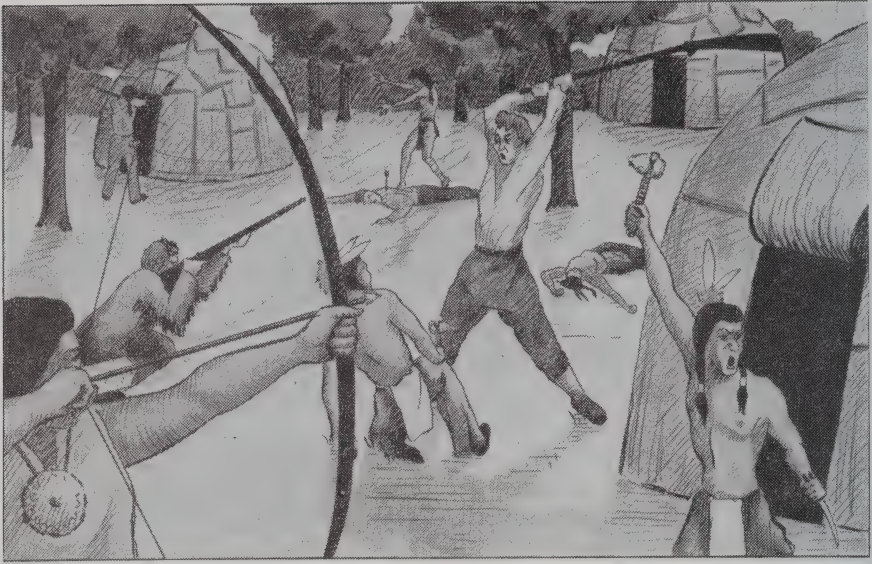
New Indian Policy Discontinued. There was no money to spend on the new Indian policy so it was necessary to discontinue it. Control of the fur trade was assigned to the separate Colonies. The fur trade declined greatly. There were only a few posts where the Indians could sell their furs, and they were forced to deal with unlicensed traders who paid low prices and gave the Indians too much liquor. The red men did not understand why the English had not carried out their plans. They grew suspicious.

The English Seek Help From the Iroquois Indians. The Indians became even more suspicious when white settlers began to move west. The governors of the eastern states issued proclamations against western settlement on the Indian lands, but the people paid no attention.

The Indians were restless and angry again. The English turned to the Iroquois for help in preventing an uprising of the Ohio tribes. In 1768 the English made a treaty with the Iroquois at Fort Stanwix, New York. The Iroquois were to give up title to land in southwestern Pennsylvania, Virginia and Kentucky. In return for the pay they received, the Iroquois were to see to it that the Ohio Indians who used the land were kept quiet. The trouble was that the land disposed of was the hunting ground of the Delaware and Shawnee tribes. These tribes lived north of the Ohio River, but included land south of the Ohio in their hunting grounds. Thus the Iroquois had given away land which they did not use.

The following year Daniel Boone began to explore the Kentucky country and white settlement started. Ohio would be next. **Efforts of the Indians to Keep Their Hunting Grounds.** The Shawnee and Delaware Indians sent out messengers to ask for help from the other tribes of the Ohio valley and Lake country. The English told the Iroquois to get all of the Ohio Indians to agree to the loss of the Kentucky lands. The tribes refused to agree to this. The Iroquois could not force them to because the English were not willing to fight about the matter.

The Shawnees, therefore, began plotting with other tribes. They wanted the Indians to revolt against the English and also to kill the whites as they came into the Kentucky lands to make homes.



Raid on an Indian Village.

The frontiersmen killed the Indians without mercy. Whole families were slaughtered. There was criticism of such wholesale murder, but no group was strong enough to stop it.

Lord Dunmore's Efforts to Control Indians and Settlers. Finally, in 1774 the young braves of the Shawnee would not listen to the wise men of the tribe. These rash young men began raids into Kentucky and killed entire families of white settlers.

Lord Dunmore, Governor of Virginia, sent detachments of militia from the colony. One group went into the Ohio country and destroyed several Shawnee and Mingo towns, killing the inhabitants. The other group defeated the Indians at Point Pleasant in western Virginia. The tribes were then told to appear at Camp Charlotte to arrange a peace agreement.

Chief Logan's Speech. John Logan, or Tahgahuto, chief of the Mingo, was among those who were asked to come to the meeting. He had been a friend of the white men, but had turned against them because of the brutal murder of his whole family. In reply to the summons to talk peace, he made the following speech:

I appeal to any white man to say if he ever entered Logan's cabin hungry and he gave him not meat; if ever he came cold and naked and he clothed him not? During the course of the last long and bloody war (the French and Indian War) Logan remain-

ed idle in his camp, an advocate for peace. Such was my love for the whites that my countrymen pointed as I passed and said, "Logan is the friend of the white men." I had even thought to have lived with you, but for the injuries of one man, Colonel Cresap, the last spring. In cold blood and unprovoked, he murdered all the relations of Logan, not even sparing my women and children. There runs not a drop of my blood in the veins of any living creature. This called for vengeance. For my country I rejoice at the prospect of peace; but do not harbor a thought that mine is the joy of fear. Logan never felt fear. He will not turn on his heel to save his life. Who is there to mourn for Logan? Not one.

The Shawnees and their Mingo allies had no chance of success because no other tribes joined them in Dunmore's War. When their leaders were called to the conference, they were forced to agree to the loss of the Kentucky hunting grounds. From that time on, all of the tribes were suspicious of the whites and on their guard against further loss of their lands.

The defeat affected the tribes of the Maumee Valley because the loss to the Shawnees of their Kentucky hunting grounds forced them to hunt entirely north of the Ohio River. The Indians of the Ohio country were being crowded closer and closer together.

Dunmore's War showed the Indians that there was no real protection against white settlement on the homelands of the red men. The soil was fertile and offered a good living to frontiersmen and their families. The colonies which claimed western lands decided that, if the white people were determined to move into the West, they should be protected.

VOCABULARY

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|---------------------|-----------------|
| 1. detachment | 5. proclamation |
| 2. disposed | 6. repeal |
| 3. glut | 7. vengeance |
| 4. harbor a thought | |

THINGS TO REMEMBER

1. Why did Parliament pass the Stamp Act and the Townshend Acts?
2. Why did the Tax program for the American Colonies not work?
3. What was the result of the repeal of the taxes which had been levied on the American Colonies?

4. How did the English try to avoid another Indian uprising?
5. What happened when white settlers came to the Kentucky lands?
6. Why did chief Logan make a speech to the people at the peace conference?
7. How did the Indians feel toward the whites after the peace conference?

CHAPTER 3

The Ohio Indians Fight on the Side of the English During the War for American Independence

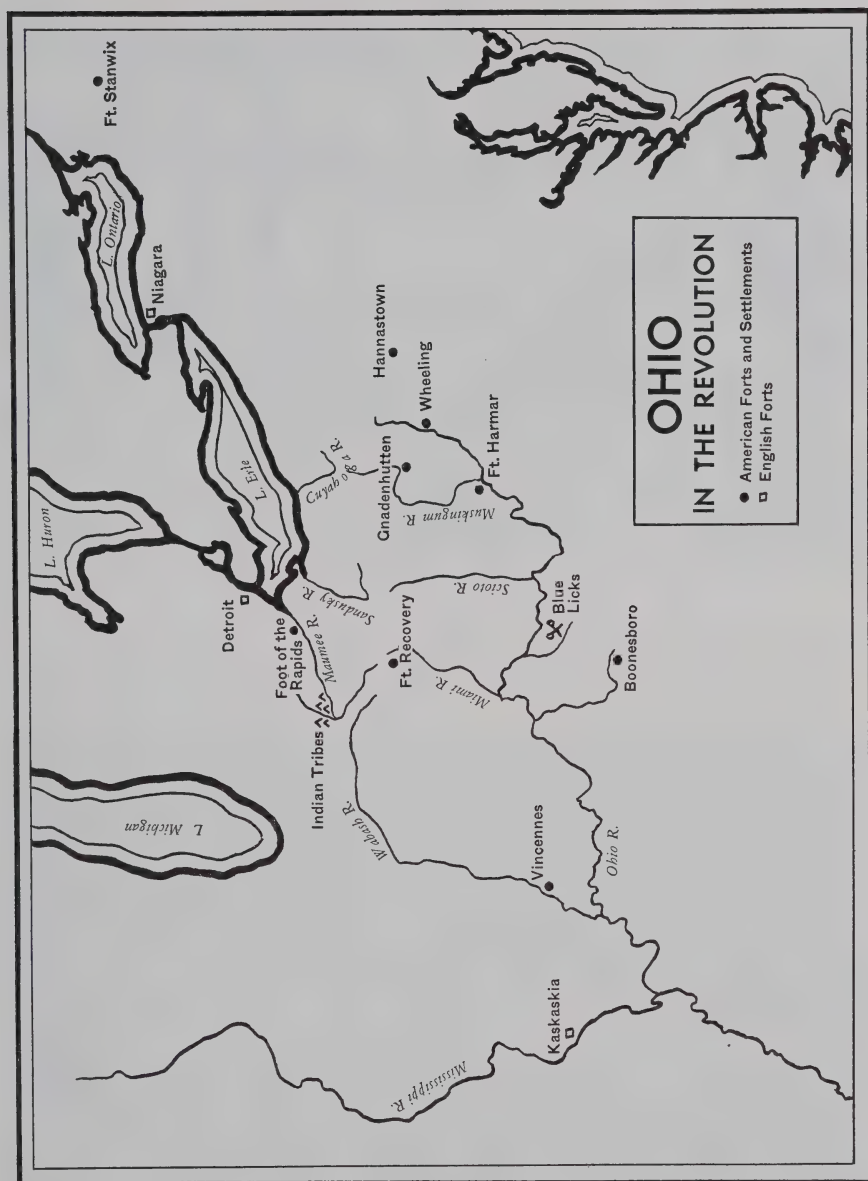
In 1775 when the American Revolution began, the English again became the friends of the Indians. For the tribesmen of the Ohio country, the American war for independence became an Indian war for independence from the Americans.

The English encouraged the Indians to drive the white settlers out of the Kentucky hunting grounds. The Shawnee could then go south again and leave the lake area in Ohio for the northern tribes. This would help the English in the fur trade. The Maumee and Wabash Valleys became headquarters for raids against white settlements. The Americans called the place "a nest of villainy". The English were promoting the attacks so that not many Americans would get possession of the western lands.

The Miamis were the leading tribe in the north. Their headquarters were at Fort Wayne. In the southern part of the Ohio country the fierce Mingo were, at first, the only ones who dared raid Kentucky. Later the young Shawnee joined them.

Massacres and Border Raids. The peaceful group of Shawnees sent their leader, Cornstalk, to warn the settlers of coming attacks. Cornstalk and his sons were held as hostages, but were brutally murdered after a band of Mingo had massacred some white settlers. From that time on, the raids in Kentucky were so terrible that only three settlements remained. Boonesborough was one of them. Daniel Boone and Samuel Kenton led expeditions into the Ohio country against the Indians. Daniel Boone was captured but was able to escape.

All of the Indians and Some of the Americans Become Allies of the English. The Indians believed that the English were stronger than



the Americans because the British were able to give the tribes supplies and military aid. The Americans were barely able to keep George Washington's armies in the East supplied with necessities. There was scarcely anything left to send west for expeditions to Detroit and other western forts. Practically all of the tribesmen were on the side of the English by the time the Revolutionary War ended. Those who tried to remain friends or even to stay neutral were so mistreated by the frontiersmen that they grew to hate all Americans.



Raid on a White Settlement.

Americans Who Supported the English. There were some Americans in the West who supported the English. They received the name of "renegades" or "hair buyers". In the East they were known as Tories. In this group were Simon and James Girty who had been fur traders. They and Alexander McKee, who had always been pro-English, joined the British in Detroit early in 1778. The Girtys led raids into Kentucky against their own countrymen. McKee set up a trading post at what is now called Maumee. It was then known as "Foot of the Rapids". This post became one of the most important centers for the Indians during and after the Revolutionary War. Many conferences were held there. The British were present at those meetings and urged the tribesmen to defend themselves.

American Fighting in the West. The Americans were not entirely unsuccessful in the West. In 1778-1779 George Rogers Clark captured Kaskaskia and Vincennes. Because of these victories he was able to control the lower Wabash and Illinois country. He was not able to reach the upper Wabash and Maumee Valleys. There were not enough men and supplies.

In the spring of 1780 the Miamis, led by the English and aided by the Girty brothers and Alexander McKee, raided the Kentucky settlements. They killed entire families and destroyed the towns.

Later in the same year a small band of Illinois and Wabash Indians, led by a French ally of the United States, tried to capture the Maumee towns and Detroit. The Miami braves, led by their chief,

Little Turtle, surrounded and killed the expedition almost to the last man. The Indians were winning the war in their homelands because the Americans could not spare many troops for duty in the West.

A band of hostile Indians raided border towns in western Pennsylvania, and a group of frontiersmen went to hunt for them. In Ohio was the town of Gnadenhutten which Christian missionaries, called the Moravians, had built. In this town lived the Delaware Indians who had been converted to Christianity. The Indians who raided the frontier sought and received shelter in the little town. The frontiersmen came to the village and found that some of the raiders had been there. The white men were so enraged that they herded 90 Christian Indians into a barn and burned them to death.

The Ohio Indians learned that they could not be friends with the white men or accept their Christianity. They planned revenge. An American expedition under Colonel William Crawford started for Detroit. The Indians, led by a British officer, met the Americans near the Sandusky River. The Americans were badly beaten and put to rout. Colonel Crawford was captured and tortured by the Indians until he died. This was the Delawares' revenge for the massacre of the Christian Indians.



Simon Girty urged the Indians to fight the Americans.

Later Activities of the Girtys. A little later the Girtys helped the same British commander and the Indians lay waste the border towns

of Hannastown, Pennsylvania and Wheeling, Virginia. They then went to Kentucky and defeated the Americans at Blue Licks near Lexington.

Was it any wonder that the Indians thought that they were victorious in the American Revolution? It was impossible for them to believe that the English had given the Ohio country to the Americans when the peace treaty was signed in Paris in 1783. The Indians did not intend that the Americans should ever possess the lands in the Ohio valley and the Maumee country.

VOCABULARY

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| 1. convert | 4. revenge |
| 2. Moravian | 5. villainy |
| 3. renegade | |

THINGS TO REMEMBER

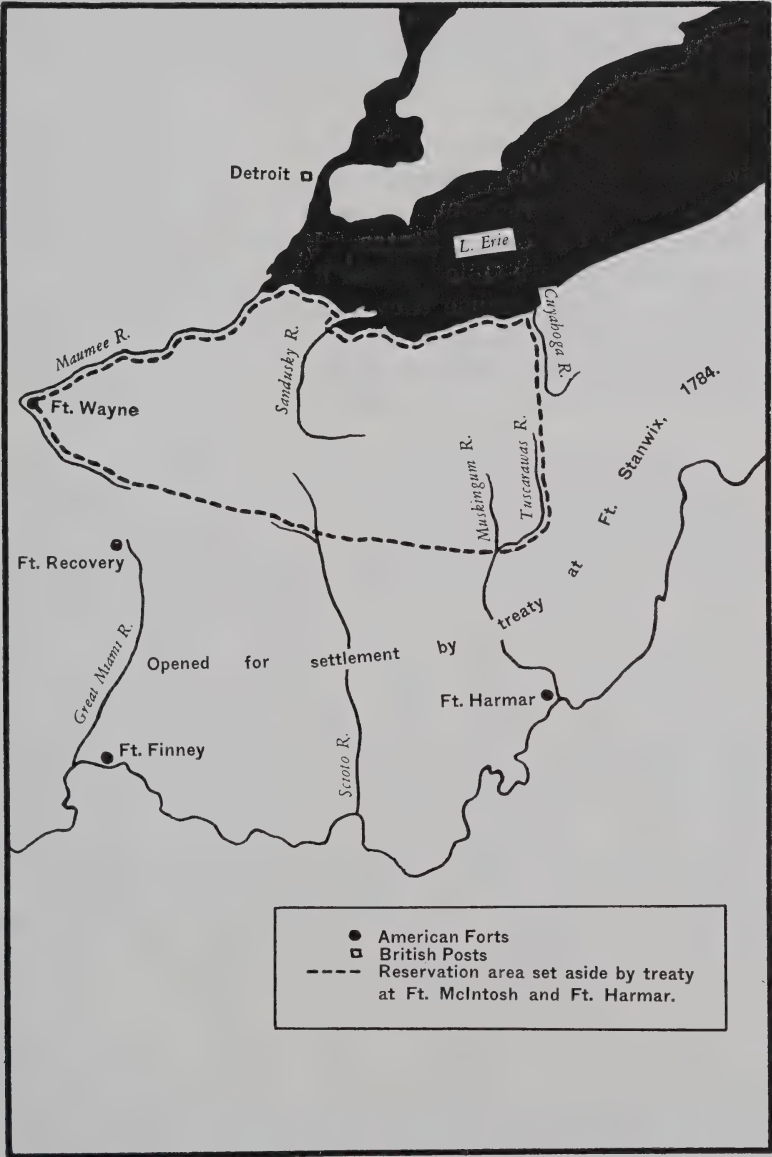
1. Why did the Indians help the English during the Revolution?
2. What was the effect on the Indians of the killing of Cornstalk and his sons?
3. What efforts did the Americans make to hold the western lands?
4. Who were the Girtys and Alexander McKee?
5. What led to the massacre at the Moravian Mission town?
6. What was the Indians' revenge?
7. Why did the Indians believe that they were victorious in the American Revolution?

CHAPTER 4

The Indians and the English Tried to Prevent American Settlement in the Western Lands

After the Revolution the Americans began to take over the Ohio country. The Indians did not intend to allow the frontiersmen to do this. The English were expected to help the tribesmen defend their homeland and to buy their furs. The Canadians also had a profitable trade with the Indians. They, too, expected the mother country to stay in the western lands to promote the fur trade.

Council of English and Indians. In September of 1783 the English called a great council of all the tribes. This was held in Lower Sandusky (Fremont). All of the great mid-western Indian tribes were there, including those from the Maumee Valley. The English Superintendent of Indian Affairs told the Indians that the Americans had no right to the lands north of the Ohio River, and that the Ohio country should be held against invasion.



The Superintendent also said that the Indians should not fight the Americans immediately, but that they ought to be prepared to

use force if the Americans invaded the land or molested the red men. The Indians supposed that the English would help the tribes if war came with the United States.

The council made the decision that no tribe would deal separately with any other nation. Only in that way would they be able to protect themselves from the Americans. Even the Iroquois were included in the agreement. In fact, Joseph Brant was the leader of the new confederacy. He was a Mohawk (Iroquois) who had been educated in the white man's schools of the East. For eleven years the Maumee and Sandusky Valleys remained the center of Indian resistance to the Americans.

The Americans Force the Indians to Make Treaties Giving Up Their Lands. During the years from 1783 to 1789 various tribes made separate treaties with the United States. By these treaties the Indians gave up lands in southern Ohio. Later it was claimed that the agreements were not valid because they were made under pressure and because all of the tribes in the confederacy did not sign the treaties. The Indians did not like separate treaties. They felt it was part of the white man's tricks to set the tribes against one another.

Councils between Americans and Indians. The first of the treaties was made at Fort Stanwix in 1784. The meeting was planned by the commissioners of the United States who invited all of the Lake and Ohio valley tribes to send representatives. The Indians came promptly, but the Americans were not ready for them. Before the meeting got under way, most of the western Indians, including the Maumee chiefs, had to go home. It was time for the fall hunting. Only the Iroquois remained. The United States made that tribe sign away all of their claims west of Pennsylvania because the Iroquois had supported the English during the Revolution. It should be remembered that the Iroquois used these lands little, if at all.

The next year, 1785, the Wyandots, Delawares, Chippewas and Ottawas were made to give up their claims to the same lands in eastern and southern Ohio. They were given permission to remain in Northwestern Ohio. The tribes claimed that the Indians who signed these treaties were not authorized to do so.

The United States commissioners planned to meet the Maumee-Wabash Indians in a third council. Most of these tribesmen refused to attend. A few Indians did come and signed away Indian rights to the same land that the other tribes had relinquished.

The English Call a Council of Indians. In the meantime all the In-

dians of the Ohio valley and the Lake country went to a council in Detroit. It had been called by the English. At the Detroit meeting the Indians declared that the treaties that had just been made were not legal and that they would not abide by them.

In 1786, therefore, the Indians, encouraged by the English, asked the United States to call a new treaty council at which all the tribes would be present. Messengers were sent to all of the tribes calling for a meeting. This was their way of showing Congress that they did not like the policy of "divide and conquer".

In response to this request the United States called a meeting of the United Nations of the Indians for December of 1788 at Fort Harmar (Marietta). To prepare for the general council, the tribes met in October, 1788 near the present town of Fort Wayne. The Indians could not agree among themselves about the boundary line for the white settlements which had just been made in the southern Ohio country. These settlements had begun at the close of the Revolution in 1783. By 1788 the main centers were at Marietta and Cincinnati. To control these settlements, the United States had set up the Northwest Territory.

There were two Indian points of view about giving up lands. The Wyandots and the Delawares were willing to let the United States have the land in eastern Ohio. Little Turtle, the Miami chief, headed another group who insisted that the Americans give up all lands north of the Ohio River.

Arthur St. Clair was the Governor of the Northwest Territory and presided over the treaty council of December, 1788. The few Indians who were present never were given a chance to present their plans. Governor St. Clair presented a treaty which he had prepared, and he told the tribesmen that they must sign the paper or there would be war. The treaty made the Indians give up collectively the Ohio lands which had been forced from the tribes separately by the earlier treaties. The Indians were confused; they did not understand the interpreters. However, they signed. The treaty of Fort Harmar was not acceptable to any of the Ohio tribes. They claimed that it was not signed by any of the great chiefs. St. Clair tried to get all of the tribes together to sign the treaty, but they would not come.

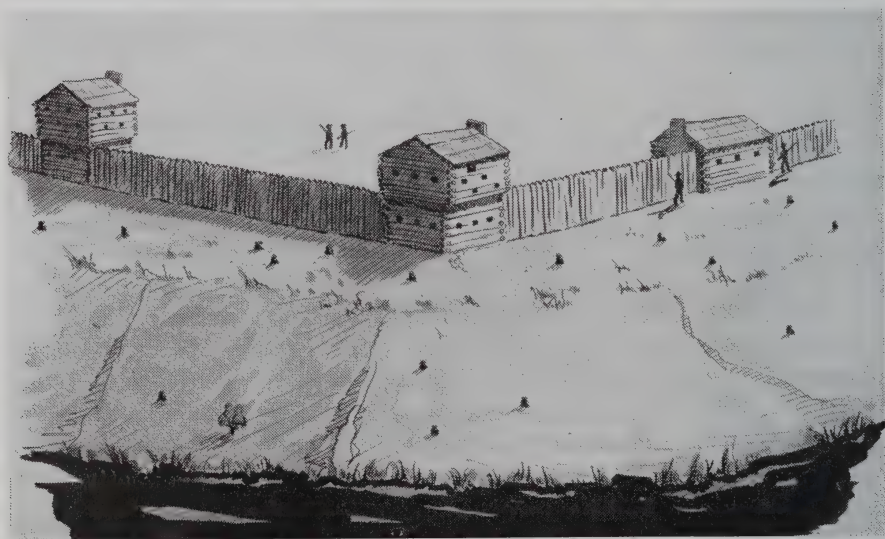
Defeats of St. Clair and Harmar. St. Clair decided to fight. He sent General Josiah Harmar, with 1500 men, to destroy the Miami towns. They burned five of the towns and started home. General Harmar sent 500 men back to surprise the returning Indians. The

Americans were ambushed and 183 of them killed. St. Clair reported a victory, but most of the people thought it was a bad defeat.

In 1791 an army, led by St. Clair, started north to fight the Indians. The expedition was poorly planned and badly mismanaged. The Americans suffered the worst defeat of their history up to that time. The army was ambushed near Fort Recovery and 650 Americans were killed.

The defeat of the Americans made the Indians think that they could drive all of the whites out of the Indian lands. They demanded that the Americans get out of all of the lands north of the Ohio River.

The United States offered money to the Indians so that the white settlers could remain. The tribesmen refused the money, saying that they had no use for it. They suggested that the United States give the money to the settlers so that they could go somewhere else and buy land, but the Americans refused to follow that suggestion.



Fort Miami.

English and Indians Make Plans for the Lake and Ohio Valley. The Indians had promises of English help. There was a plan to get the United States to agree to use the Lake and Ohio Valley country as a buffer state under English protection. The Indians were also encouraged by the statements of high English officials that there would soon be war between the United States and England.

In the spring of 1794 the governor of Canada was ordered to build a fort near the "Foot of the Rapids" (Maumee). Thus Fort

Miami was built by the English on American soil. Artillery was installed and a garrison came to man the fort. The Indians were delighted. Now they were sure that the English would help them conquer the Americans. The Indians themselves made plans to advance against the Americans who, even then, were moving north from their camp where they had been trained by General Anthony Wayne.

VOCABULARY

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|------------------|-----------------|
| 1. abide | 5. garrison |
| 2. artillery | 6. install |
| 3. commissioners | 7. reservations |
| 4. denounce | 8. valid |

THINGS TO REMEMBER

1. In what ways did the English encourage the Indians to resist the Americans?
2. What important decision did the Indian confederacy make?
3. What separate treaties were made between 1783 and 1789? Why were the Americans able to do that?
4. Why did the Americans call a general council in 1788? Where was it to be?
5. Why were the Indians not able to agree when they met near the towns of the Miami (Fort Wayne)?
6. How did Governor Arthur St. Clair harm the American cause in the Ohio country?
7. What mistakes did the Indians make in 1794?

UNIT ACTIVITIES

1. Imagine yourself to be a British member of Parliament and read to the other members the Royal Proclamation of 1763 which refers to the new Indian Policy in America.
2. Dramatize a scene where George Croghan explains the new Indian Policy to the Indians.
3. Make yourself one of a group of Americans who talk over Grenville's request for money for the Indian plan.
4. Read Logan's speech to the class as if you were Logan.
5. Tell your class what an Indian who escaped from Gnadenhutten would say about the Massacre there.

6. Prepare for dramatization the arguments of Little Turtle concerning the Ohio River boundary Line.
7. List in chart form the things that the Superintendent of Indian Affairs told the Indians about the new Indian Policy.
8. Write a letter such as Prime Minister Grenville might have sent to Parliament to tell them why the new Indian Policy must be dropped.
9. Read the book about the Girty Brothers and give a report to the class.
10. List the treaties made with the Indians from 1783 to 1789.
11. Write an article for an Eastern paper to tell them what was happening in the Ohio country. Use the time from 1790 to early 1794.
12. What would the pages from a soldier's diary tell about his service with General Harmar?
13. Make a large picture map to tell the story of the changes which had taken place.
14. Show on a map of Ohio the military operations of St. Clair and General Harmar.
15. Hold a panel discussion on the topic, "Ohio, Red Man or White", with several on the panel taking opposite sides on justification for each in their activities in Ohio.
16. Hold a "council" with Indians and whites both represented and attempting to achieve their individual purposes.
17. Make a map showing the approximate locations of the Indian tribes in Ohio.
18. Make a map listing Indian villages and their names.
19. Hold an Indian Council meeting with Little Turtle trying to stop the use of liquor among the Indians.
20. Hold pantomimes showing the Indians' way of life in the Ohio country.
21. Compare the Indians of Ohio and other tribes in their way of life.
22. Make a miniature Indian village typical of one in Ohio.
23. Make a miniature Indian birch bark canoe.
24. If a moving picture camera is available, reconstruct an Indian village, costume some of the youngsters, and produce a short

film on Indian life. A 16 mm. magnetic sound projector could be used to provide sound.

25. Does your family have a background history in Ohio? If so, trace your family tree in Ohio.
26. Relate interesting experiences your ancestors may have had in Ohio.
27. Imagine your family as one pioneering in Ohio. Tell stories of their experiences. Write some letters that might have been characteristic to that time.

BOOK LIST

See Book List of Unit 1 for books of general Ohio history.

Altsheler, Joseph, **Border Watch, Riflemen of the Ohio, and others.**

Boyd, Thomas, **Simon Girty, The White Savage.**

Dougherty, James, **Daniel Boone.**

Gibson, Katherine, **Arrow Fly Home, Wigwam and Warpath.**

Lender, Charles F., **Down the Ohio With Clark.**

Lockridge, Rose F., **George Rogers Clark.**

Phillips, Josephine, **Wagons Away.**

White, Stewart, **Daniel Boone, Wilderness Scout.**

VISUAL AIDS

1. Gateway to the West (colored slides).
French Traders—Fort Duquesne.
2. Indians, Explorers (slides).
3. Ohio Travelog—Schoenbrunn, Gnadenhuetten (film with sound).
4. Ohio Travelog—The Ohio Country, Pioneer Days (film with sound).

Unit 3 **The Ohio Country Becomes A Part of the United States**

The independence of the United States of America was officially recognized by England in the Treaty of Paris of 1783. By the terms of this treaty the western boundary of the United States was the Mississippi River. The Ohio country was included in this area.

It was several years before the authority of the United States was established in the western lands. The Indians believed that they had successfully defended this area from the Americans. Before the Federal government could prepare the land beyond the mountains for settlement, it was necessary that the eastern states, which had land claims in the West, turn them over to the nation as a whole. When this was done, and when the Indians were under control, then the land was made ready for settlement.

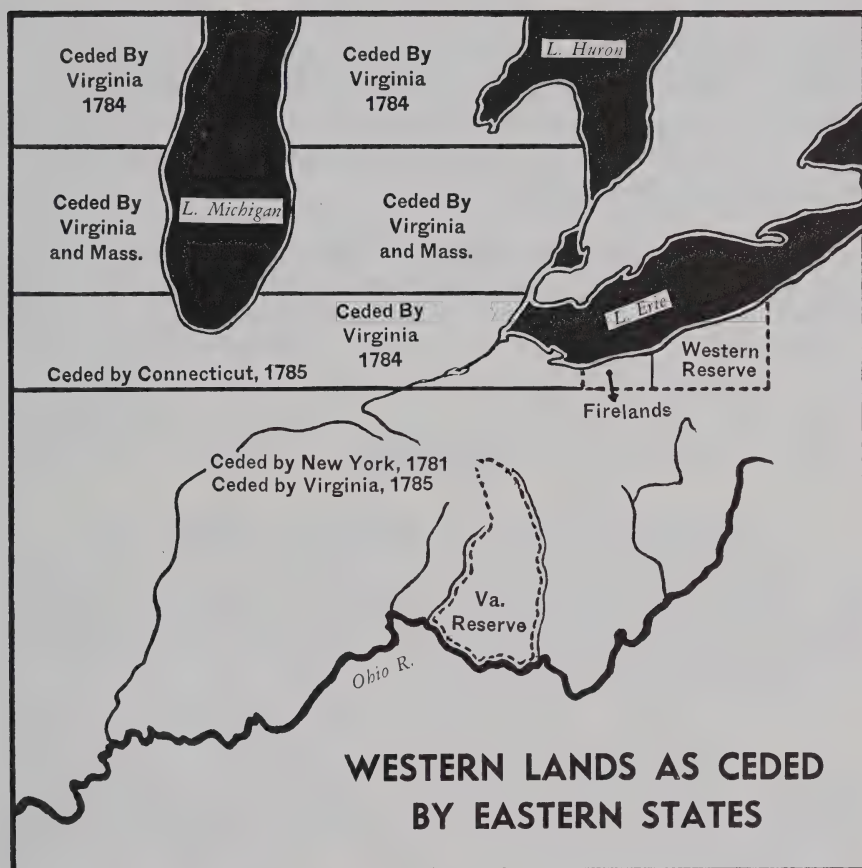
Each new state which was carved out of the western area was guaranteed a great deal of self government, but all joined in the effort to make the nation stronger.

CHAPTER 1

Land Claims of the Eastern States

Parts of the Ohio country were said, by the states of Connecticut, New York, and Virginia, to be under their control. Early charters accounted for the claims of Virginia and Connecticut, and New York desired all the land which the Iroquois Indians had declared to be theirs. Lucas County and most of the Maumee Valley were in the area claimed by all three states.

The states expected to use the western lands to help pay Revolutionary War debts and pay off the war veterans. Each man received land script, a certificate which he could either sell or use to pay for the land in the West if he wished to settle there. It was for that reason that northeastern Ohio became Connecticut's Western Reserve. In that section a part was set aside as the Firelands which was for citizens of Connecticut who had suffered from the invasion of the British during the Revolutionary War. Virginia disposed of most of the land claimed in Kentucky by allowing veterans to buy it



with their land certificates. New York did the same thing although that state did not use Ohio lands for that purpose. The money received was a great help to the debt-ridden states.

Wars are always expensive, and the Revolution was no exception. The states which had no western lands found it impossible to pay their share of the cost of the war. The only way they had of raising money was by levying higher taxes. This, they argued, would cause people to settle in other states where the tax burden was less. Thus, the states with no western lands said it was the patriotic duty of the ones who did have them to cede the land to the central government of the United States.

Articles of Confederation. The Articles of Confederation were drawn up in 1778. The approval of all 13 states was needed before the Articles could go into effect as our first constitution. In December of the same year Maryland announced that it would never approve the new constitution until the western lands were surrendered to the

central government and converted into new states. As a small state Maryland did not wish to be overshadowed by green-eyed neighbors. Added arguments for giving the lands to the United States were that the war was going poorly, and Cornwallis was actually capturing some of the southern states. The main object of the Revolutionary War was the general welfare.

The National Domain. Bargains were made and most of the land was given up to the national government by the eastern states. Maryland approved the Articles of Confederation in 1781. By 1785 all lands north of the Ohio River became a part of the national domain. That meant that the area was public land; it belonged to the people of the United States as a whole. It was to be sold to any individual who wanted to buy it. It was not to belong to feudal lords or to great landlords as had been the case in Europe.

Connecticut kept the right to sell the land of the Western Reserve, and Virginia did likewise with its Military District in southern Ohio. These lands were sold to the common people and not to great landlords. However, Connecticut and Virginia gave up their right to govern the people who settled in these districts.

The establishment of public lands was one of the greatest events that occurred in the early days of the United States. The West became the common property of all the people. It meant that these public lands would be converted into self-governing states which would have equal rights with the old ones. This was an excellent basis for the development of American democracy.

Ohio was the first of the public land states. The Constitution of the State of Ohio guaranteed self-government on a democratic basis. The Maumee Valley and Lucas County were a part of this great experiment in American democracy.

The national land policy made it possible for thousands of sturdy pioneers and their families to come to Ohio. Thus, when the Constitution of the State of Ohio was drawn, it was certain that self-government should be guaranteed on a democratic basis.

VOCABULARY

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|-----------|----------------------|
| 1. domain | 3. Military District |
| 2. retain | 4. Western Reserve |

THINGS TO REMEMBER

1. How could some of the original 13 states claim lands in the Ohio country?
2. What states claimed northwestern Ohio?
3. List the reasons why the states gave up their western lands.
4. What was meant by national domain? What was done with the national domain? How did this differ from the European custom?

CHAPTER 2

The Nation Prepares the Land For Settlers

It was necessary for the United States to do three things before the public could settle on the land acquired from the eastern states. First, the land was surveyed and made ready for purchasing; second, plans were made for the people to govern the land themselves; and third, the Indian menace was removed.

Surveying the Ohio Country. Congress worked out a method of selling public lands to settlers who wanted small farms at reasonable prices. The Ordinance of 1785 directed that the Ohio country was to be surveyed. Lines would be run through the wilderness to divide it up into small units. Each unit was six miles square and was called a township. Townships were divided into mile squares called sections, each containing 640 acres. This was still too large for the average farmer; so after 1785, the sections were divided into quarters of 160 acres. This was just about as much as one farmer could manage. At first about half of the townships were up for sale undivided because southerners thought they wanted large plantations. They found, however, that the Ohio country was not suitable for plantations. The result was that all the land could be divided into small portions which became farms as they were bought by the first settlers.

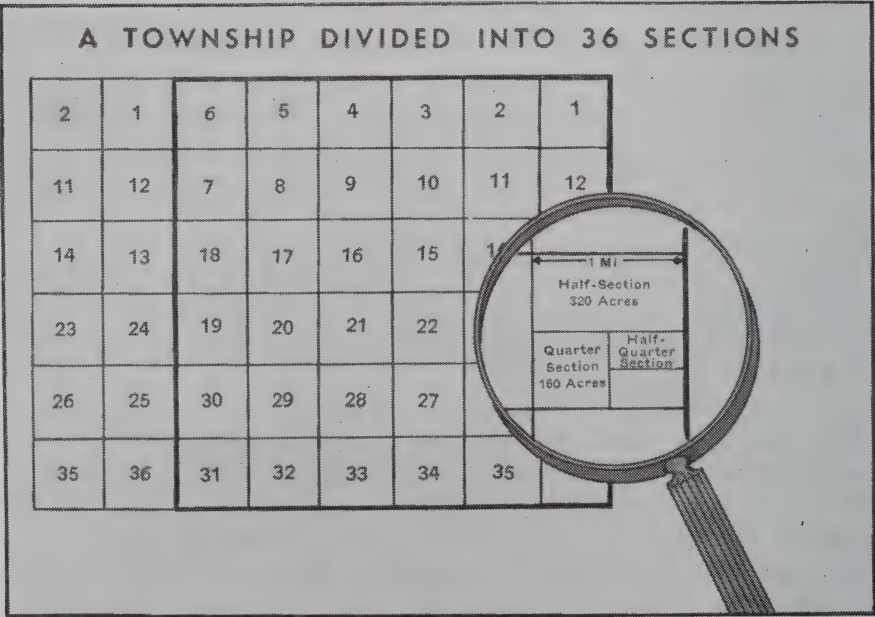
Selling the Land. The price per acre was, at first, \$1.00; then it was raised to \$2.00, and later lowered to \$1.25. In the beginning, the land was bought at auction in the East. That proved to be unfair to the people in the West, so land offices were established in the West. In that way the man who first applied for the piece of land could go directly to the nearest land office and buy it. Some of the land of-

fices were at Wooster, Tiffin, Perrysburg, and Defiance in Ohio, and Monroe in Michigan.

Provisions for Education of Children. From the beginning, plans were made to educate the children who would live in the Ohio country. Section 16 of every township was for public schools. The money from the sale of that section was to be used for public education. This use of the land for public schools was another step forward in democratic living. It led to the district school system which was a definite attempt to establish public education for the children of Ohio. In the country the township was usually the district. In the city the districts were smaller. Each district elected its own school board which decided how much money to spend on schools.

By 1787 the surveyors had laid out the townships in southeastern Ohio. The work was difficult because it was a heavily wooded area and there were hostile Indians. From that time on, the method of surveying public lands in Ohio was used for all the public lands in the United States. Surveyors' maps were put in all of the land offices where settlers came to buy homes.

Land Surveys in Lucas County. Land surveys in Lucas County were begun in 1805 on the twelve-mile square reserve made at the Treaty of Greenville. This reserve had its center in Maumee. Today Lucas County has thirteen townships; the boundary lines of most of



them are the same as when they were first surveyed. Many of the county roads follow the boundary lines of the sections.

The Ordinance of 1785, as amended later, was a great step forward in democracy. The public land was sold in small farm-sized units, and the Ohio country became the home of free men who were landowners and not tenants living on the property of great landlords.

The Northwest Ordinance of 1787. The Northwest Ordinance prepared the people to be self-governing. It was passed at the same time that a group of land speculators, called the Ohio Company, bought a million acres of land from the United States. The Company knew that not many settlers would want to buy land unless there was some kind of orderly government in the area.

Congress was asked to make laws to govern the new public lands. The Northwest Ordinance was the result. It provided for three steps in the government of the new land. First, the territory was to be governed by a legislature consisting of a governor and three judges, all of whom were appointed by Congress (later by the President). This first stage of the territorial government was not democratic. In the second stage, when the population reached 5,000 adult males, self-government began. The people elected a legislature and sent a territorial delegate to Congress. The delegate could not vote in Congress; he could only suggest what would be of benefit to the territory. The governor and his council could still veto laws made by the legislature elected by the people. In Ohio, the territorial legislature came into existence in 1798. Immediately the people began talking about becoming a state. They had to wait a short time for this. The ordinance provided that as soon as there were 60,000 people in the territory, it could become a state. They could then elect a governor, legislature, and members of Congress. A state, through members of Congress (Senators and Representatives), could help in making the laws of the United States.

The Northwest Ordinance also contained a bill of rights which protected the people. Some of the provisions were: no law could interfere with the right to worship God as the people pleased; there must be fair representation; there must be the right of trial by jury; the right of habeas corpus was granted, that is, a man had the right to have his imprisonment considered immediately if he were arrested; there was to be no slavery. The Northwest Ordinance provided that a democratic form of government would gradually be put into force as the population increased.

The Indians Leave Southern Ohio. The Indians were determined to drive all of the white settlers out of the country north of the Ohio River, and the English were helping the Indians to hold the land. Few white people settled in the Ohio country from 1787 to 1794 because General Josiah Harmar and Territorial Governor Arthur St. Clair had not been successful in their efforts to conquer the Indians. General Anthony Wayne was sent by President George Washington to win control of the Ohio country for the United States.



Statue of Wayne at Fallen Timbers Park.

General Wayne in the Western Ohio Country. The Indians feared General Wayne and called him "the chief that never sleeps", and "whirlwind". Careful preparations were made by Wayne, and the troops were thoroughly trained so that there would be a good chance for success.

When the Indians heard that Wayne and his army were on their way north, a plan was made to attack his supply lines. The Indians became impatient and made a reckless frontal attack on the Americans while they were at Fort Recovery. This was where the tribesmen had previously defeated Governor St. Clair. But the troops under General Wayne were a different matter. The well-trained Americans stopped the Indians in their tracks. The tribes had not planned a long continuing fight and had not the supplies for a siege, so they gave up their attempt to stop the American army. The English were disgusted with their allies for having suffered such a bad defeat.

Wayne had learned the size of the opposing force and was ready for a rapid march to the Maumee River. He built Fort Defiance and paused there while he sent a messenger to the tribesmen to ask if they wanted peace or war. Wayne also told the Indians that the English would not protect them.

The Council Meeting of the Tribes. On the night of August 16, 1794, a great council fire was held under a huge elm tree on the shore of the Maumee River. The place was Roche de Boeuf, an enormous rock in the river about a mile upstream from what is now Waterville.

Little Turtle, chief of the Miamis, spoke for peace as follows:

The Manitou does not want to see the
bloody tomahawk among his children.
He will hide his face in a cloud, if
they refuse to talk to the white chief.
The Miamis of the Wabash would talk with
the Great White Chief Chenoten (the whirlwind).

The young chief, Turkey Foot, member of the Ottawa tribe, spoke passionately for war. He declared:

We can buy blankets, guns, knives
and clothing of the Saginwash (the English)
In the country where the snow falls
before the summer is done

The Manitou gave us this country and he
bids us bloody the trail of our enemies.
The Manitou is great.
He is good.
Will the red men defend the Council fires
and graves of their fathers?

The rest of the chiefs were deeply impressed by Turkey Foot's speech; they spoke for war. So Little Turtle, against his better judgment, called for war:

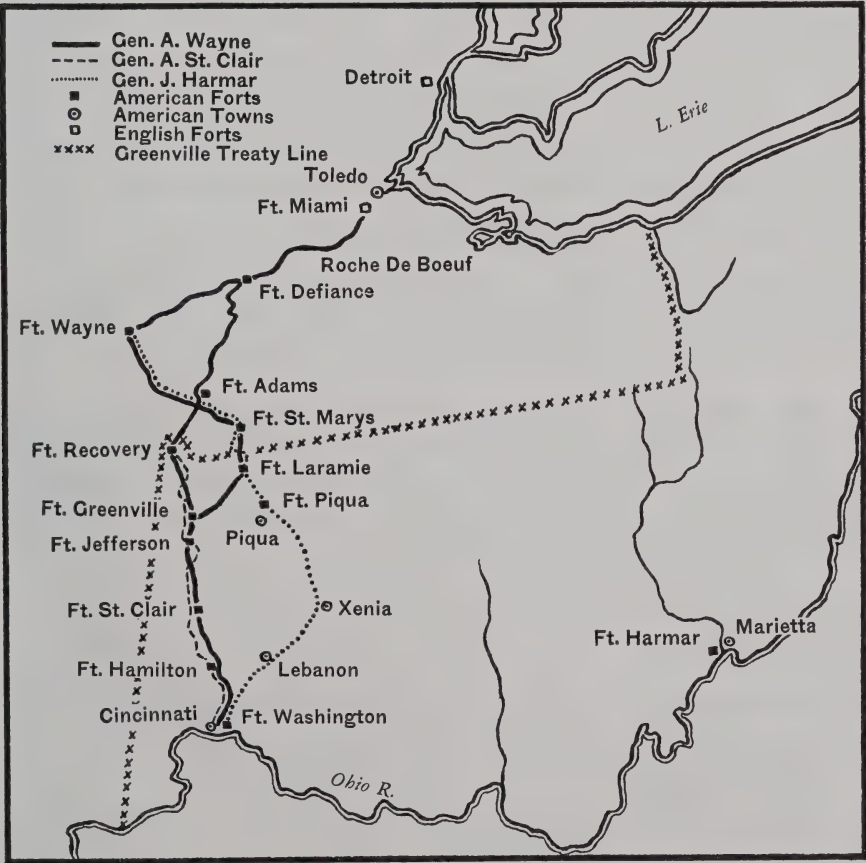
The Great Chief of the Ottawas
with the name of the bird
That is so swift when it runs and
speaks so loud when it speaks to its mate
Shall tell our young men where to hide:
To strike the enemy when they come,
To strike him when the moon is out of sight.
He is a great chief and will lead
our young men on the war path—
And the chief of the Miamis will follow.



An Indian Visiting Turkey Foot Rock.

(From a painting made by an unknown artist and owned
by Mrs. Agnes McClarren of Winameg, Ohio.)

The Battle of Fallen Timbers. The battle of Fallen Timbers took place August 20th at a spot two miles above the modern city of Maumee. A hurricane had leveled a grove of trees along the river and the Indians fought from the shelter of the fallen timbers. The American cavalry quickly overcame the tribesmen who were on foot. Thirty-one Americans were killed and about a hundred Indians. Among the red men who died was Turkey Foot. He is supposed to have been shot as he stood upon a large stone to rally his men to fight. Turkey Foot Rock remains today as a memorial of this Ottawa tribesman. In later years the Indians carved turkey feet on it. Even today Indians visit this rock as a reminder of the tragic events of olden times.



Ohio Indian Wars in the 1790's.

The Indians retreated to a point near Fort Miami which was manned by the British. This fort was farther down the river in what is now the city of Maumee. They waited for the English commander to signal his troops to attack the Americans. The command

was never given. The English stayed within the fort. They did this because word had just come that war was breaking out in Europe between England and France, and England wanted the Americans to help her.

Wayne took his troops near to the fort. He was told by the British commander to leave, but the Americans were not attacked. Wayne reminded the British that they were trespassing on United States' property. The next two days the American troops burned the Indians' crops and other property for several miles along the riverside. The Indians were dismayed and discouraged when they realized that the English had deserted them.

Results of the Defeat of the Indians. The defeat of the Indians resulted in the Treaty of Greenville which was signed in August of 1795. The Indians kept lands in the northern part of what is now Ohio, but gave up the country in southern and eastern Ohio. Each tribe was to have an annual grant of from \$500 to \$1,000 depending upon the number in the tribe. In the northern Ohio country sixteen areas were taken from the tribes and given over for white settlement. Two of these were in what is now Lucas County. The one was a twelve-mile square around Fort Miami and a six-mile square at the mouth of the Maumee River. There was to be freedom of travel for whites at all times in the entire country.

Not until July 11, 1796 did the British leave Fort Miami. The fever-ridden garrison was, no doubt, glad to retire to Fort Malden in Canada, not far from Detroit. The American flag, at last, was raised over Fort Miami. It would not be long, now, before the Americans would dominate Northwestern Ohio.

VOCABULARY

- | | |
|--------------------|--------------------------------|
| 1. district school | 5. Manitou |
| 2. habeas corpus | 6. proportional representation |
| 3. grant (noun) | 7. trespass |
| 4. land speculator | |

THINGS TO REMEMBER

1. What things did the United States do to prepare the land for settlers?
2. How did the Ordinance of 1785 provide for the division of the land? What was the price and how could the land be purchas-

ed? What was the provision for education? What was the real importance of the Ordinance of 1785?

3. What were the three steps for organization as stated in the Northwest Ordinance of 1787? Explain how democratic government increased with each step. What rights did the Ordinance give to the individual?
4. What military error did the Indians make when General Anthony Wayne was bringing his army north?
5. What were the ideas of the chiefs regarding war or peace?
6. Why was the Battle of Fallen Timbers of importance?
7. What were the main provisions of the Treaty of Greenville?

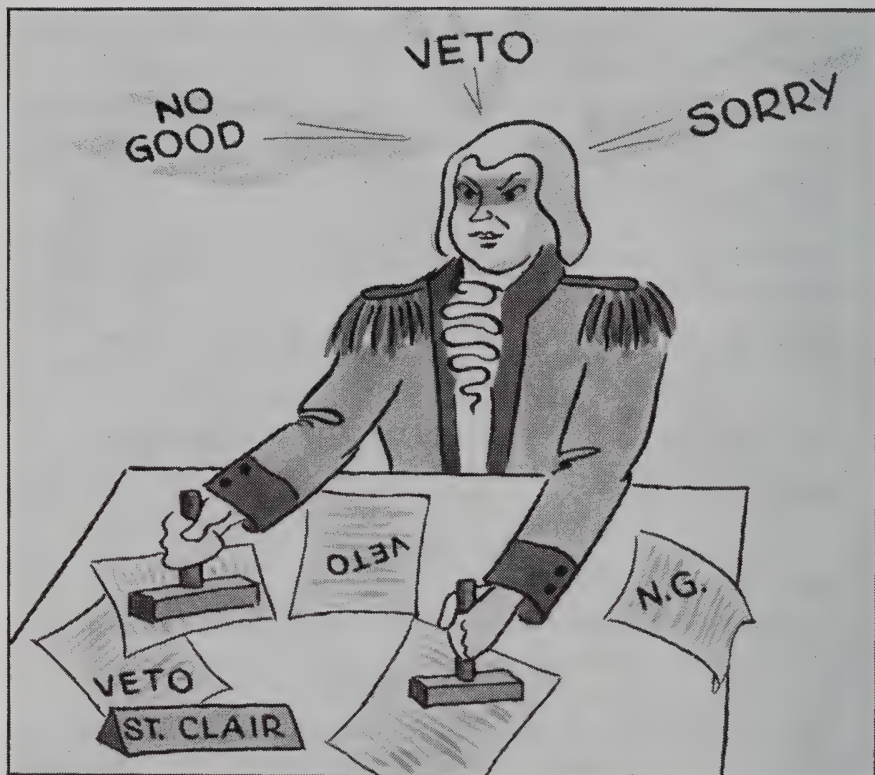
CHAPTER 3

Ohio Becomes a State on Equal Terms with the Other States

After the Indians were defeated, large numbers of people migrated to the Ohio country. So many new towns were established that by 1803 there were about enough people for a state.

Dissatisfaction with Territorial Government. From the time the Northwest Territory was formed, the people had wanted to be self-governing. The settlers of the Ohio country particularly disliked their territorial governor, Arthur St. Clair, and also his assistant, Winthrop Sargent. The governor of the territory was not only appointed by Congress (later by the President), he was even paid by the United States government. Actually, the first stage of the government of the territory gave the settlers less self-government than the colonists had enjoyed under the rule of England. The governor and his assistant thought the people were too ignorant to govern themselves. In the second state of territorial government, when laws were passed by the legislature, the governor vetoed them. There were many requests for the formation of new counties, but most of them were not granted by the governor. The people wanted smaller counties so that it would be easier to conduct local governmental affairs. Roads were poor or did not exist at all, and travel to a distant county seat was very difficult.

Rights of the Squatters. Before the land was surveyed, even before it was given up by the Indians, some pioneers had moved in,



Governor St. Clair liked to veto bills.

built cabins, and cleared the land to plant crops. Technically they had no right to do this; actually they did have this right. It became the rule that these first comers, called "squatters", had the right to buy the land at the land office before anyone else who might wait for the land to be given up by the Indians and surveyed by the government. If they wished, the squatters could sell the fields they had cleared and the buildings they had constructed to anyone who bought the land. Congress later passed laws recognizing the rights of these squatters.

All of the people who came to live in the Ohio country resented bitterly the dictatorial methods of Governor St. Clair. A group of squatters tried to organize a state government but the Indians and, later, Governor St. Clair discouraged them.

Plans For Statehood. As early as 1795 there was agitation for statehood. Sharp criticism of the "autocratic" rule of the territory continued. The people definitely wanted the self-government which they could have only if Ohio became a state. Seeing this, St. Clair changed his mind about delaying statehood. He secretly tried to

make a deal with certain people in Marietta and Cincinnati to change the territorial boundaries and create two states. Cincinnati and Marietta would then each be the capital of a state and St. Clair would be governor of one of them.

The town leaders of Chillicothe wanted a state with no boundaries changed. They wanted Chillicothe to be the capital. They circulated petitions which were signed by thousands of people all over the territory. Thomas Worthington of Chillicothe took the petitions to Washington and presented them to Congress. He showed Congress that more people wanted one state than wanted two.

Ohio Becomes a State in 1803. In 1800 Thomas Jefferson became the first Democratic-Republican president of the United States. The election had been close, and both the Federalists and Democratic-Republicans were looking for electoral votes from the states for the 1804 election. As a state, Ohio would have at least three of the electoral votes. St. Clair was a Federalist and his group wanted two states with at least six votes for president, but the Democratic-Republicans had a majority in Congress. They favored the idea of one state just as the men from Chillicothe did. Thus the Democratic-Republicans passed the Ohio Enabling Act of April 30, 1802. This permitted the people of the territory to hold a Constitutional Convention in Chillicothe in November of that year.

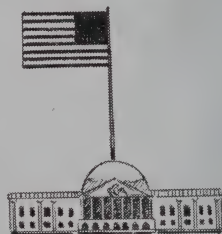
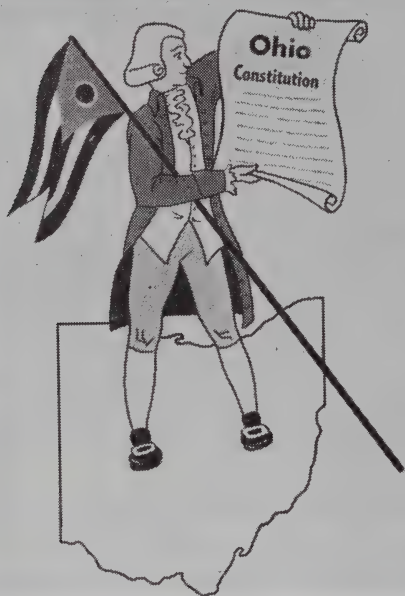
The Ohio Constitutional Convention. Most of the delegates to the Constitutional Convention at Chillicothe in November of 1802 were Democratic-Republicans who believed in the ideas of Thomas Jefferson. He approved of a strong state government with all of the people sharing in the responsibilities and privileges. He believed that all men twenty-one years old and over should vote.

The settlers in Ohio had been so impatient with St. Clair's tyrannical rule that they insisted upon a very democratic state constitution. They wanted all officials and agencies of the state to be subject to the will of the people.

The terms of the new constitution permitted more self-government. Voting privileges were given to all men twenty-one years of age or over who paid taxes or who worked out their taxes by laboring on the roads of the district where they lived. The governor, state legislators, and county and township officers were elected by the voters. The state legislature elected other state officers including judges of the state supreme court and judges of the county courts of common pleas. The judges were to serve seven years. The gov-

ernor was elected by the people for two years and had no power of veto. The people remembered how Governor St. Clair had abused that power.

Local self-government was considered to be important and provision was made for counties as small as 400 square miles. Taxes were to be based upon property. There were to be no poll taxes since they would be hard on large families. The state legislature would appoint the highest militia officers. The state supreme court must



Ohio is proud of its constitution and of its inclusion in the United States.

hold one session a year in each county. The governor and judges would receive \$1,000 and the other officers were to be paid from \$450 to \$800. Special laws were passed to help education in Ohio. It was required that Section 16 of every township be reserved for education in all parts of the state. It was also directed that from three to five percent of the money from the sale of public lands be used for roads.

No laws of the state constitution could be contrary to the Constitution of the United States and the laws of Congress.

Rights Given to the State by Congress. Congress definitely reserved many powers to the state and to the people. Ohio, as a state, could send two Senators to Congress, and Representatives in proportion to its population. These men had voting power in the Congress of

the United States. The Bill of Rights protected citizens of the individual states. Another provision of the Constitution of the United States gave the citizens of each state full rights in any other state to which they might move. If a contract was made in Ohio, it was enforceable in any other state. The states also have the obligation of voting on any amendment to the Constitution of the United States. Ohio also obtained the right to decide who should vote.

The people of Ohio became a part of a Union which had many freedoms. Strong emphasis was placed upon state and local self-government. Young people had opportunities for economic, educational and social advancement. There was freedom of political opportunity. People had the right to organize political parties so that opposition to the government could not be called disloyalty.

Ohio became the seventeenth state of the Union in 1803, having full equality with the other states. Once having become a state, Ohio could not secede, but was permanently a part of the United States of America.

VOCABULARY

- | | |
|--------------------------|------------------------|
| 1. agitation | 7. resent |
| 2. Court of Common Pleas | 8. secede |
| 3. dictatorial | 9. squatter |
| 4. migrate | 10. tyrannical |
| 5. petitions | 11. will of the people |
| 6. poll tax | |

THINGS TO REMEMBER

1. Why did the settlers dislike Governor St. Clair?
2. What is meant by "squatters' rights"?
3. What was St. Clair's plan for creating states in the Ohio country?
4. Why was the Chillicothe group successful in creating a state?
5. What were some of Thomas Jefferson's ideas concerning democracy?
6. Describe some of the democratic provisions of the Ohio Constitution.
7. How did the United States Constitution provide for the rights of the states?
8. What opportunities were offered to young people in the new state of Ohio?

CHAPTER 4

The United States Defends the Maumee Valley during the War of 1812

When Ohio became a state in 1803 almost all of the Maumee Valley still belonged to the Indians. A few French families, including that of Peter Navarre, lived near the Ottawa Indians at the mouth of the Maumee River. There were also traders at the "Foot of the Rapids" (Maumee). George Knaggs was there as early as 1760. Others were Alexander McKee, the friend of the British, who left after the battle of Fallen Timbers, and Peter Manor who later moved to Providence Township.

Some Causes of the War of 1812. Ohio had been a state only a few years when the War of 1812 started. The English were interested in a buffer state between the United States and Canada, which they proposed in the 1790's. It was to consist mostly of Indians. The armies of the United States found it necessary to defend the Maumee Valley against this plan.

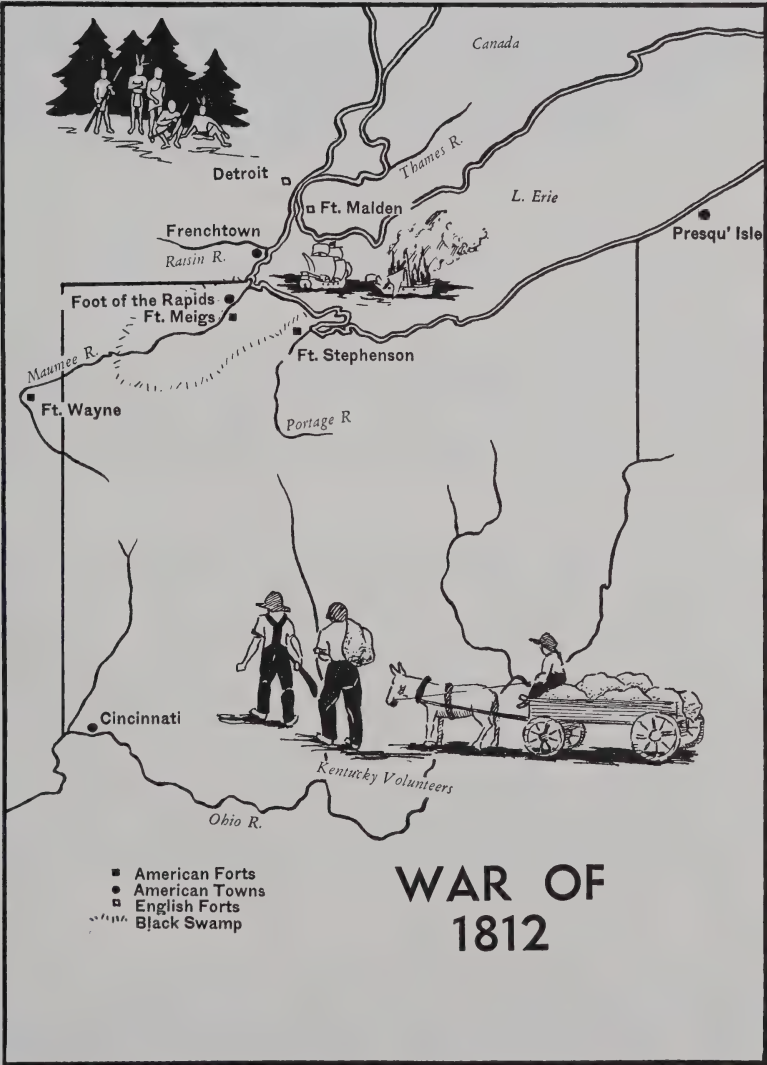
There were other causes of the war and it was fought on many frontiers. There were, however, certain things happening in the Ohio Valley and the lake country which led to the conflict. A good many westerners believed that the United States should take over Canada and make it a part of our country. This, they thought, would prevent the Indian raids on the white settlements, and would make it impossible for the English to give aid to the Indians.

The pioneers who were settling in Ohio in the early 1800's thought that much of the land in the state was worthless. They felt that the early settlers had taken all the best locations in the Ohio and Indiana country. They did not like the treeless prairies of Illinois. What is now Ontario, Canada, on the north shore of Lake Erie had the rich woodland which the pioneers considered the most valuable for farming.

The Americans Invade Canada. When reports of a war with England drifted into the Maumee Valley, the settlers were worried. Their uneasiness was somewhat relieved when General William Hull, Governor of Michigan Territory, arrived at the "Foot of the Rapids". He was on his way to invade Canada with a force of 5,000 Ohio militia and a regiment of Regular Army troops. Hull left 25 men to build a blockhouse where Maumee is now located, and took the rest of his forces north to conquer Canada. The Americans seemed to

think that the Canadians wanted to be free from England. But they were mistaken and soon found out that the Canadians did not want to be “rescued”.

Hull’s troops crossed from Detroit to capture Fort Malden. The Canadian troops under General Isaac Brock were greatly outnumbered. Contrary to what might have been expected, the Americans were defeated. The main reason for this was that Hull had no navy on Lake Erie to help his advance. When he tried to move the field guns along the Canadian shore, the English vessels bombarded them. When he took the guns inland, the roads were almost impassable. The result was that Hull’s army was forced to return to Detroit.



British reinforcements cut off the American supply route south of Detroit, and besieged the city. Hull, fearing the vengeance of the Indians, surrendered Detroit and his army on August 16, 1812.

The English and the Indians Invade Ohio. The Maumee Valley again became a battle ground with the English and the Indians trying to defeat the Americans. Tecumseh, the great Shawnee chief, was the new leader who organized the Indians. He and his braves wanted revenge for their defeat in 1811 at Tippecanoe by the Americans under William Henry Harrison.

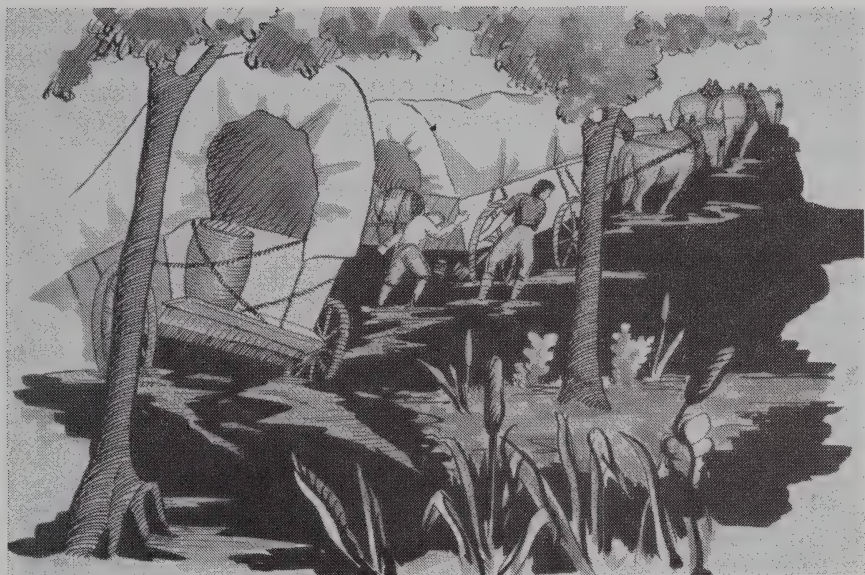
After the defeat of the Americans under General Hull at Detroit, the Indians were sure that they could regain some of their lost lands. Tribes came from as far away as Wisconsin to join the United Nations of the Indians.

The American frontiersmen were angry at the loss of Detroit so they wanted revenge for Hull's defeat at the hands of the English and the Indians. They were anxious to protect their homes and prevent the Indians and their allies from taking over the land. Everyone was ready to fight. Volunteers numbering about 7,000 flocked to the colors.

Even though the people were anxious to fight, they could not hope to be successful unless the United States had a navy on Lake Erie. As Hull's defeat had shown, the British ships on the lake made it impossible to get supplies to the Americans who invaded Canada.

Attempts to Transport Supplies Through the Black Swamp. Terrible difficulties were encountered when attempts were made to bring supplies from southern Ohio to the Maumee Valley. It was necessary to travel through the Black Swamp. This area of sticky black muck made travel so hazardous and horrible that only the most reckless of drivers could be persuaded to attempt the trips. Horses usually died of exhaustion after one or two trips. The drivers were cruel to the animals and the strain of pulling the wagons out of the mud wore the horses out. The government paid high prices for the animals so the owners did not care if the beasts were worked to death. The American troops did not get supplies on time; the result was disease, drunkenness and death.

The American Defeat at the River Raisin. General James Winchester made a desperate attempt to win back Detroit during the winter of 1812-13. His troops recaptured Fort Wayne in Indiana and went



Wagons in the Black Swamp.

on to Frenchtown (Monroe, Michigan) on the Raisin River. Here Winchester was attacked and defeated by the English and their Indian allies on January 22, 1813. The American supply lines had been extended too far. Reinforcements and supplies could not get through because the Black Swamp was impassible at that time. The Americans suffered many casualties and 600 were taken prisoners. The British could not curb the Indians who killed many prisoners, after torturing them. This was another bitter defeat for the Americans in the West.

The War Along the Maumee River. The beginning of 1813 was one of the darkest periods of the war as far as Ohio was concerned. The United States had built Fort Meigs on the east side of the Maumee River near what is now Perrysburg. General William Henry Harrison commanded the fort. From April 28 to May 5 the English and the Indians under General Proctor laid siege to Fort Meigs from across the river. The English sent cannon balls crashing across the river, but the American "spotters" on the other side signalled the point of contact. Some of the Americans were able to find many of the cannon balls and "return" them to the English through American cannon.

On May 4th reinforcements from Fort Wayne arrived. There were 1,200 men from Kentucky under the command of General Green Clay. A detachment of the men under Colonel William Dudley was ordered to spike the English guns. This they did, but made the mis-

take of pursuing the Indians who led them into an ambush. Two hundred Americans were killed and about 350 were captured. Those captured were massacred until Tecumseh himself stopped the slaughter. This is said to have happened about where the Maumee Public Library now stands.

About 700 men finally joined General Harrison at Fort Meigs, making his total force around 2,000 men. The English withdrew because the fort was too strong to be attacked. The Indian allies of the English were proving to be rather a nuisance. They always brought their families along when they went to war to help the English. There were thousands of them to support and they were one of the reasons why the English halted their invasion. Late in July the English made another unsuccessful attempt to take Fort Meigs. The next month General Proctor's army was repulsed at Fort Stephenson (Fremont) by the heroism of young Colonel George Croghan.

The American Navy on Lake Erie. The naval and military authorities in Washington realized that there must be a navy on Lake Erie. Only in that way could the United States hope to regain control of the West.

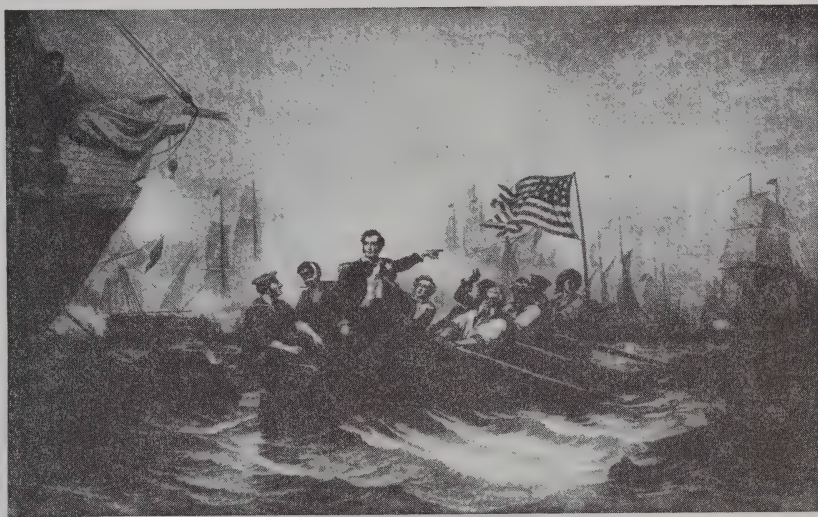


Perry Builds a Fleet for Lake Erie.

In the bay of Presque Isle (Erie, Pennsylvania) Captain Oliver Hazard Perry was building and assembling a nine-ship fleet. The British fleet of six ships commanded by Captain R. H. Barclay lay

outside in the bay waiting for the Americans. The guns of the English ships had a longer range, but Perry's ships had more guns for fighting at close range. If the winds blew hard, the Americans could get in at close range and thus be superior.

It was necessary for Barclay to take the English fleet back to Canada for supplies. While he was gone, Perry got his ships out into the open water. He made for the enemy. The English and Americans engaged in battle on September 10, 1813 just east of West Sister Island. The English started firing at long range and were able to cripple Perry's flagship, the **Lawrence**. Perry transferred to the **Niagara** just as the winds grew stronger. The American ships were sent plunging directly into Barclay's fleet, splitting it in the middle. The Americans had more guns and thus disabled



The Battle of Lake Erie.

(From a painting by W. H. Powell in the Capitol, Washington, D. C.)

the entire British fleet. Perry sent the following message to General Harrison:

Dear General—We have met the enemy and they are ours—
two ships, two brigs, one schooner and a sloop.

American Invasion of Canada, 1813. After Perry's victory his fleet was converted into a troop transport, and General Harrison's army invaded Canada. The Americans boarded the transport ships at the mouth of the Portage River (Port Clinton) and sailed across the lake to Fort Malden. General Henry Proctor's army retreated to the east. The well-equipped American cavalry followed. The English finally faced the Americans at Moravian Town on the River Thames,

seventy-five miles from Detroit. The battle was fought October 5, 1813. Proctor's army was utterly defeated and Tecumseh was killed. He was literally torn to pieces. Harrison was getting too far from his base of supplies so he gave up the pursuit of the English.

Even though the Americans had won the battle of the Thames, they had not the power to conquer all of Canada. Besides, Tecumseh was dead and there was less danger of Indian attacks. In 1814 the Treaty of Ghent officially ended the war. No boundary lines were changed. Ohio remained American and the Maumee Valley was ready for settlement. From this time on the United States and Canada were to remain friendly neighbors.

VOCABULARY

- | | |
|-------------|-----------------|
| 1. brig | 5. nuisance |
| 2. buffer | 6. sailing rigs |
| 3. casualty | 7. schooner |
| 4. muck | 8. sloop |

THINGS TO REMEMBER

1. What were the reasons why the people of the Ohio country wanted Canada to be a part of the United States?
2. What were General William Hull's plans for invading Canada? Why was he not successful?
3. Why was Tecumseh anxious to unite all of the Indian tribes?
4. Why was it so difficult to conquer the English and Indians in the West?
5. What happened at Fort Meigs? Why did the English not make a direct attack on the fort?
6. Why was the Battle of Lake Erie so important? What were the immediate results? What were the long range results?

UNIT ACTIVITIES

1. Plan a scene where the states with no western lands argue about the question of western lands.
2. Suppose that you live in Maryland. Write a letter telling someone in Virginia why Maryland will not ratify the Articles of Confederation.
3. Figure out the price of farms of various sizes according to the

cost per acre set when the land was divided. Find prices of land today and compare. Tell the reasons for the changes.

4. Make a chart to show the three stages of government in the Northwest Territory.
5. Dramatize the scene of the Indian Council at Roche de Boeuf the night of August 16, 1794.
6. Make a picture showing the battle of Fallen Timbers.
7. Read extra material about the Treaty of Greenville and write a letter such as a soldier might send to his family about what took place there.
8. Plan a meeting of settlers who are to discuss the need for better laws to govern the Territory.
9. Write a diary about the plans in Chillicothe to ask Congress' permission to become a state.
10. Dramatize a scene from the Ohio Constitutional Convention where discussion is about the rights of the people.
11. Make a chart showing the rights the state gave itself, the rights that the Constitution of the United States gives the state, and the rights denied to the state.
12. Imagine a speech which Tecumseh might have given to persuade the other tribes to join forces against the Americans.
13. On a map show where the various battles of the War of 1812 in the West occurred.
14. Read extra material about the battle of Lake Erie and show by diagram on the black board how it happened.
15. Make use of outline maps to show the forts of Northwestern Ohio, or the towns, the rivers or the trails.
16. On a map of the lower Maumee River locate Fort Meigs, the scene of Dudley's Massacre and the place where the British guns were installed.

BOOK LIST

Comfort, M. H., *Flatboat and Wagon Wheels.*

Downes, R. C., *The Conquest.*

Everson, J., *Early Days In Ohio.*

Lender, With Wayne *At Fallen Timbers.*

Lenski, Lois, **A-going To The Westward.**

Rennick, C., **Buckskin Scout.**

Wilcox, Frank, **Ohio Indian Trails.**

VISUAL AIDS

1. Anthony Wayne Parkway—History (44 slides).
2. Ohio Travelog—Perry's Victory (film with sound).
3. Freedom's Proving Ground—Ordinance of 1787—Indian Wars, 1790-1795 (film with sound).

Unit 4 **American Life Becomes Better For the Common Man In Lucas County**

CHAPTER 1

Ohio Becomes More Democratic and Helps Elect Andrew Jackson President

In the early part of the 19th century many people started to cross the eastern mountains to establish new homes in the Ohio country. After the War of 1812 was over, the number of pioneers increased. The West offered great opportunities. People could have fertile farmland and good homes. The men folks could also be voters and be eligible to hold office in state and local government. They wanted a democratic form of government which would allow them as citizens of the western states many rights and privileges which were not enjoyed in the older states.

Settlers Come in Large Numbers to Ohio. In the early 1800's thousands of families traveled westward to the new state of Ohio. They had heard of the fertile soil and they just had to find out how things really were on the other side of the mountains.

Many pioneers in Ohio were the descendants of those brave folks who, nearly two hundred years before, had crossed three thousand miles of stormy ocean to establish homes in the "New World." Freedom had been of the greatest importance to those early settlers. During the centuries that followed, Americans became more and more accustomed to a great deal of freedom. It was a desire for still greater freedom as well as for a chance to have a larger amount of their own land that made many fine people, especially the younger generation, leave their comfortable homes in the East in the early 19th century. Their journey to the Ohio country was long and hazardous.

The Ohio Country in the Early 1800's. The greater part of Ohio was a wilderness. Huge forest trees overshadowed everything else. Wild animals roamed the woods and the streams were full of fish. There was danger too, in the new land, not so much from the Indians, who eventually became friendly and then were sent to other lands, but from the land itself. The greatest danger was from disease, espe-

cially malaria which came from the swarms of mosquitoes which infested the swamps. When people became ill, the nearest doctor was often too far away to be called. When he did come, he was often an ignorant quack. Loneliness too was dangerous and many folks lost their minds because of it.

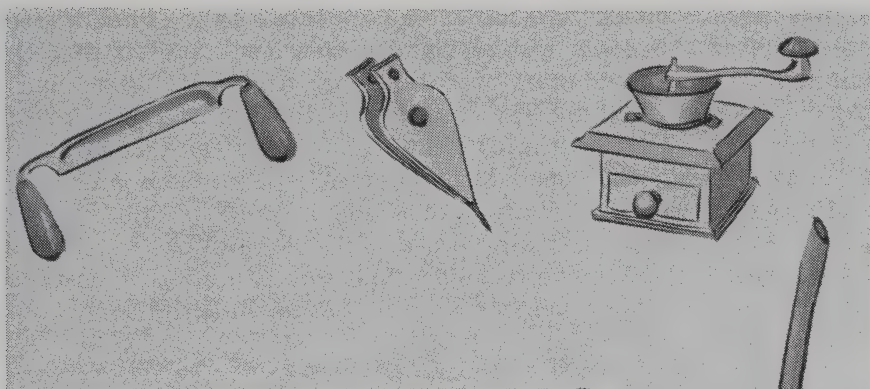
There were, however, rich resources for the pioneer who worked hard to develop them. It was necessary to conquer the wilderness—to make use of what Nature had provided. It was a challenge to every family which crossed the mountains to establish a home in the new state of Ohio.

Tools of the Pioneers. The tools the men brought with them were simple. The ax was the most important of all. Before a man dared venture into the new country, he had to be as skillful with his ax as he was with his musket or rifle. In addition to the best ax he could afford, a pioneer had need for a chisel, draw knife, maul, and wedge. With these few tools he could build just about anything he needed.

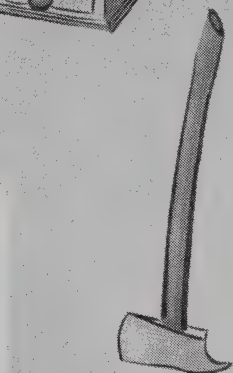
When families came to Ohio, they had to bring with them many of the utensils they would require for housekeeping. Spinning wheels, butter churns, pewter ware and a piece or two of fine furniture were included. In a small trunk might be packed a treasured shawl, a few articles of silver, and books. All of these were too precious to leave behind.



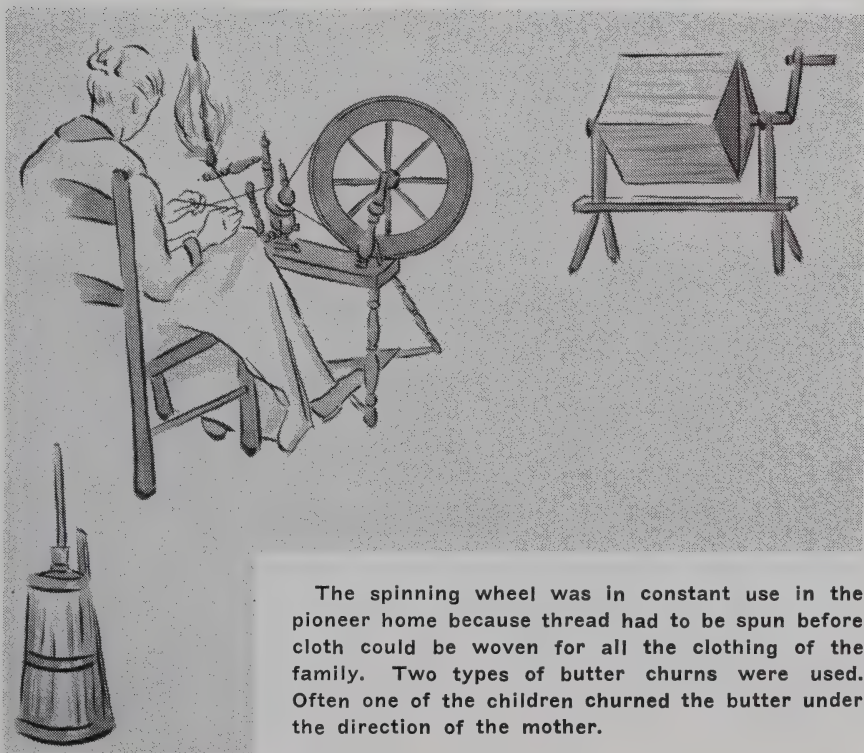
A Log Rolling.



The pioneer's ax was almost as important to him as his rifle. The draw knife was used to smooth the logs, and help to flatten surfaces on them. Bellows kept the fire bright by pumping in air. The grinder was for coffee or other grains which might be used for beverages.



Pioneer Implements.



The spinning wheel was in constant use in the pioneer home because thread had to be spun before cloth could be woven for all the clothing of the family. Two types of butter churns were used. Often one of the children churned the butter under the direction of the mother.

Establishing a Home. As soon as the land was decided upon, trees had to be cut down or "girdled" and a clearing made so that the man and his sons could start to plant crops. A "girdled" tree had a strip of bark cut off all the way around so as to kill it and keep it from having leaves. This let the sun through. Later the tree could be cut down. In another spot, cleared of trees, the cabin and other buildings were set up. Many people had a hand in that. It was called a log rolling. If there were any people within several miles of the place, they all came to help. The women and girls prepared the food, and everyone became acquainted as the neighbor's home was being built.

The Fireplace. Perhaps the most important part of the cabin was the great fireplace which sometimes took up the whole side of the house. If there was stone near by, it might be used, but often the fireplace as well as the cabin was made of wood. In that case, the wood had to be plastered inside and out with mud or clay. Constant care was needed to prevent fires.

The pioneer mother and her daughters did all of their cooking at the fireplace. A housewife considered herself lucky if she had a spider or skillet, a hanging griddle, tea kettle, coffee roaster, and a Dutch oven. To take care of the fire were fire tongs and a pair of bellows. A tidy housekeeper always kept the hearth swept clean.

The fire was a vital part of the settlers' lives. It supplied light and heat as well as a means of cooking food. It was the gathering place of the family at the end of the day. Here Father sometimes read to the family while Mother was busy at the spinning wheel. The



A Spanish Dollar and Two Bits.

boys whittled out various useful articles and the girls either knitted or sewed. Everyone in the family shared work and responsibility.

Trading for Supplies. There was little use for money because there were few places where one could sell or buy anything. The men, once in a while, went on journeys to get a few things which they could not produce. Barter was a common way of getting what they needed. Storekeepers would take flour, pork, tallow, butter, cheese, and maple sugar in payment for salt, lead for ammunition, tools, and whatever else they had to sell. When money was used, it was often a part of a silver dollar which had been cut into eight parts or "bits", and was spent one or two bits at a time. Sometimes the notes from local banks were used. These were often not very reliable and were called "wildcat money".



Wildcat Money.

(Courtesy E. T. Collins.)

Ohioans Take Part in State and National Politics. Most of the men of Ohio felt that Thomas Jefferson's democratic ideas of government were more suited to them than were the beliefs of the Federalists. Ohioans had been anxious that Ohio become a state because a state has power in electing a president and in making laws in Congress. A state also has much local self-government.

When the state constitution was formed, it emphasized the rights of the people and liberties of all men. The people of Ohio wanted their "say" in political affairs. The first election held in the state of Ohio was won by the Democratic-Republicans. Those who helped win the election were rewarded with offices either in the state or national government. Many of the men from Chillicothe became state officials because they had led in the statehood movement. One of these was Thomas Worthington whom the state legislature elected to be the first United States Senator from Ohio. Another was Edward Tiffin of Chillicothe who became the first governor of Ohio.

The Democratic-Republicans were in power in Ohio for twenty years. After Ohioans had organized their state and elected men to represent them, they took their politics easily for several years. For instance, in 1818 only one man ran for governor. This period was called the "era of good feeling".

All of a sudden, in 1824, people in Ohio again became excited about politics. Andrew Jackson became a candidate for President of the United States. He was a popular hero of the War of 1812, an Indian fighter, and a westerner. He believed in the rights of the "common man" and thought that there should be more "common men" in power in state and national government.

In 1824 there were four men who were candidates for the Presidency of the United States. They were: Henry Clay, John Quincy Adams, William Crawford, and Andrew Jackson. None of the four received a majority of the electoral votes although Jackson had received more than any of his rivals. When the House of Representatives had to choose the president, as the Constitution provided, John Quincy Adams was elected. A great many Ohioans were angry! They were especially upset because the Ohio delegation in Congress had voted for Adams in spite of the fact that in the state Jackson got more votes than Adams. In 1828 the majority of people of Ohio saw to it that their votes went to Andrew Jackson. He was elected by a large majority. Again in 1832, Ohio helped to send Jackson back to the White House.

In that same year Ohio's first Jacksonian Democratic Governor took office. He was Robert Lucas of Pike County. The sons of Ohio pioneers were carrying out the democratic ideals of their fathers.

VOCABULARY

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| 1. bellows | 9. maul |
| 2. challenge | 10. self-reliant |
| 3. chisel | 11. skillet |
| 4. draw knife | 12. spider |
| 5. electoral | 13. utensils |
| 6. furious | 14. vital |
| 7. hanging griddle | 15. wedge |
| 8. hazardous | 16. "girdling" |

THINGS TO REMEMBER

1. Why did so many people start westward in the early 1800's?
2. List some of the treasures that made up the natural wealth of the Ohio country.

3. What tools did the pioneers bring with them? Include household utensils also.
4. Explain what is meant by the statement, "The life of the pioneers helped to make them self-reliant."
5. Why was the fireplace important?
6. What ideas developed from the kind of life the pioneers had to live?
7. Why did the men of Ohio like Jefferson's ideas?
8. What were the advantages of becoming a state?
9. What rewards were given those men who helped win the first Democratic-Republican election?
10. Why did the people of Ohio admire Jackson?
11. What was unusual about the election of 1824?
12. What changes occurred in 1828?

CHAPTER 2

Northwestern Ohio Is Settled and Lucas County Created

For quite a while after the rest of Ohio had been settled the northwestern part had only a few people. Some of those who came used the water route across Lake Erie to the Maumee Valley. Occasionally a handful of hardy travelers made the long journey down the Ohio River to Cincinnati and then went north over the roads that General Anthony Wayne had used in the 1790's.

There was another way, but it was through the Black Swamp. During the War of 1812 both men and horses had suffered from exhaustion when they attempted to cross this area of black muck. It clutched at the feet of the horses and held the wheels of wagons in an iron grip. It was, indeed, a killing journey for both man and beast.

Benjamin F. Stickney. Some people thought that the Maumee Valley might be a pathway to the West. Benjamin Franklin Stickney held that belief. He was an Indian Agent at Fort Wayne in the Indiana Territory. Stickney was interested in canals. He had noticed that when the heavy rains came, the lowlands between the Maumee and Wabash Rivers became a shallow lake. He thought it would be a good idea to build a canal between the rivers as well as parallel

to their banks. Perhaps then ships from Lake Erie could in that way reach the Mississippi River.

After the War of 1812 was over, Stickney resigned from the Indian service and moved to a cabin on the Maumee River right at the mouth of Swan Creek. He wrote to Governor DeWitt Clinton, promoter of New York's Erie Canal, that he had bought some land where there would be, in the future, a great commercial city. Stickney explained to Governor Clinton his ideas concerning the canals.

DeWitt Clinton was enthusiastic. He replied, "I have found a way to get into Lake Erie, and you have shown me how to get out." DeWitt Clinton's "Big Ditch" was finished in 1825 and then Ohio went into the canal-building business. It was several years, however, before Stickney's dream came true.

Settlers Flock to the Maumee Valley. People now began to come to the Maumee Valley in larger numbers than ever. They hoped that



by being early settlers, they might make large profits when the canals were built. Sometimes men speculated in lands. That is, they bought up large amounts of city lots hoping to sell them at a profit. A few were successful but many lost all their money and their land, too.

Settlement of Maumee. Maumee was one of the first white settle-

ments in Northwestern Ohio. The town grew up at the "Foot of the Rapids" where the fur traders crossed on their way to and from Detroit. During the days of the English occupation such men as Alexander McKee and George Knaggs lived in Maumee. Other early residents were Dr. Horatio Conant, John Hunt, and the Forsythe brothers, James and Robert. They did business with the few farmers in the area and also traded with the Indians. Major William Oliver, a hero of the battle of Fort Meigs, also lived in Maumee. In 1817 he drew up plans for a village, and lots were bought and sold. By 1836 the town was well established. It even had a newspaper and seven taverns.

Black Swamp Road. By 1828 a road had finally been cut through the Black Swamp from Lower Sandusky (Fremont) to the Maumee River at Perrysburg which was across the river from Maumee. The road then connected with the Great Trail (Detroit Avenue) at Maumee. It was not really much of a road. Travel over the Maumee-Western Reserve Road, as it was called, was extremely hazardous. Mud holes were so numerous that tavern keepers always kept teams ready to haul vehicles out of these traps—for a price, of course. Progress was so slow that there were 32 taverns on the 31 miles. People were anxious to come to the Northwest so they traveled the road even though they had to move at a snail's pace.

Water Travel. Small steamers and schooners came to Maumee from as far away as Buffalo. Trade was increasing and it looked as if this town might become the "big city" of the lower valley of the Maumee River.

River men realized that the larger vessels needed deeper water. Even small ships sometimes had trouble reaching the town during the dry season. The plan was to build a dam to deepen the water and then have locks so that the ships could get through.

Farther down the river where the water was deeper, the little town of Port Lawrence had been laid out by some land speculators from Cincinnati. They planned to sell lots at a good profit. Benjamin Stickney became dissatisfied at what was going on and left town although he owned land at the mouth of Swan Creek. Stickney moved about a mile down the river and started a new settlement. It was called Vistula.

The Village of Toledo. In 1833, Port Lawrence and Vistula united to become the village of Toledo. The deep channel of the Maumee River was near the shore at Toledo and the leading citizens felt that

the town had a great future. Large steamers had no trouble with shallow water in Toledo. They brought cargo and passengers as far as Swan Creek and then could take to the East what was raised in the Ohio area. This brought into circulation a large amount of money.

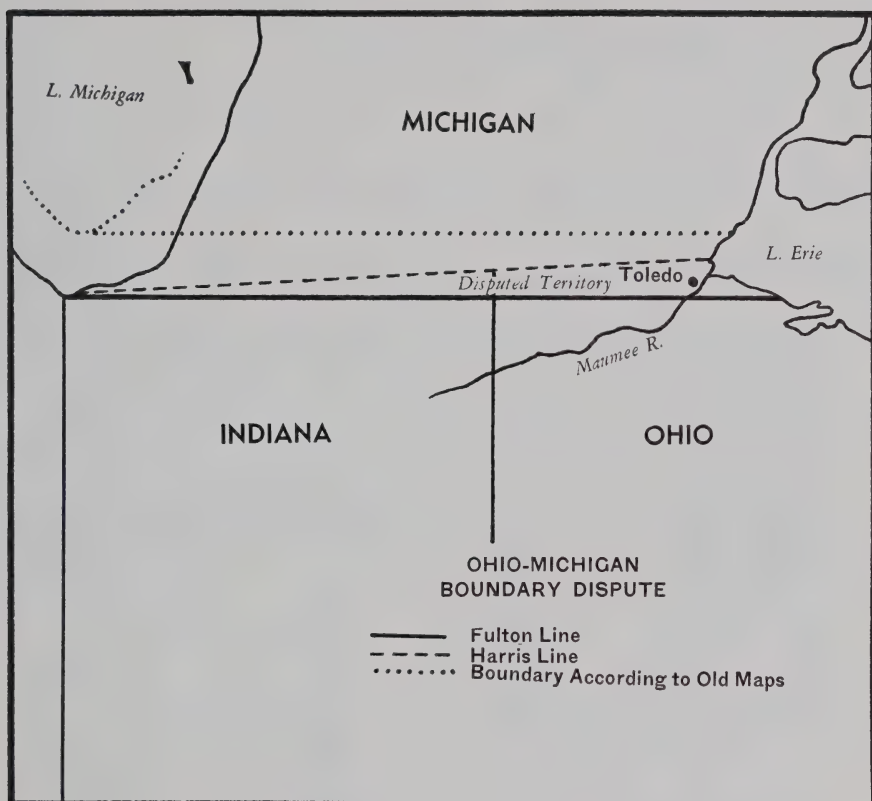
Other Towns Along the Maumee River. As trade increased along the Maumee River, several small towns were started. Some only existed on paper. A few others were actually laid out but soon became ghost towns. Only two survived. We still have Perrysburg and Waterville, but places like Marengo, Orleans, Lucas City, Oregon and others are only memories. Miami is a part of Maumee, and Manhattan out by the Bay is a section of Toledo.

Lucas County Is Formed. So many people had come to the Maumee Valley that a new county government had to be formed. A narrow strip of Ohio along its northern border was, at first, a part of Michigan Territory. The Northwest Ordinance said that the southern boundary of Michigan was to be a line drawn due east from the southern boundary of Lake Michigan. This line ran south of what is now Toledo. Port Lawrence and Vistula were both governed by Michigan law, and taxes were paid in Monroe County. Benjamin Stickney was even Justice of the Peace in Monroe County, Michigan. In fact, the original land deeds of early property sales in what is now Lucas County are in the Monroe County Court House.

Dispute Over Land Survey. In 1812 the Surveyor General of the United States was ordered by Congress to locate the southern boundary of Michigan. The War of 1812 prevented this. At the end of the war the Surveyor General was Edward Tiffin, former Ohio Governor. He had his agent, William Harris, run the southern line of Michigan so that Toledo was in Ohio. This was called the **Harris Line**.

Territorial Governor Lewis Cass of Michigan disagreed with this. His protest resulted in the running of a new line by the United States Government. This new line ran due east from the southern end of Lake Michigan. It was called the **Fulton Line** and was named for the man who surveyed the line.

When the Ohio Constitution was written, the northern boundary of the state was run from the tip of Lake Michigan to the northern cape of Maumee Bay. The Harris Line followed the boundary set up in the state constitution.



In 1834 the Ohio Legislature passed a law to build a canal from the south of the Maumee River to the Indiana state line. The Michigan people were angry because they claimed that territory. They passed the Pains and Penalties Act which promised punishment to anyone who tried to enforce Ohio law north of the Fulton Line. In retaliation for this act, the northern boundaries of three counties were expanded by the Ohio Legislature north to the Harris Line. Ohio was ready to fight.

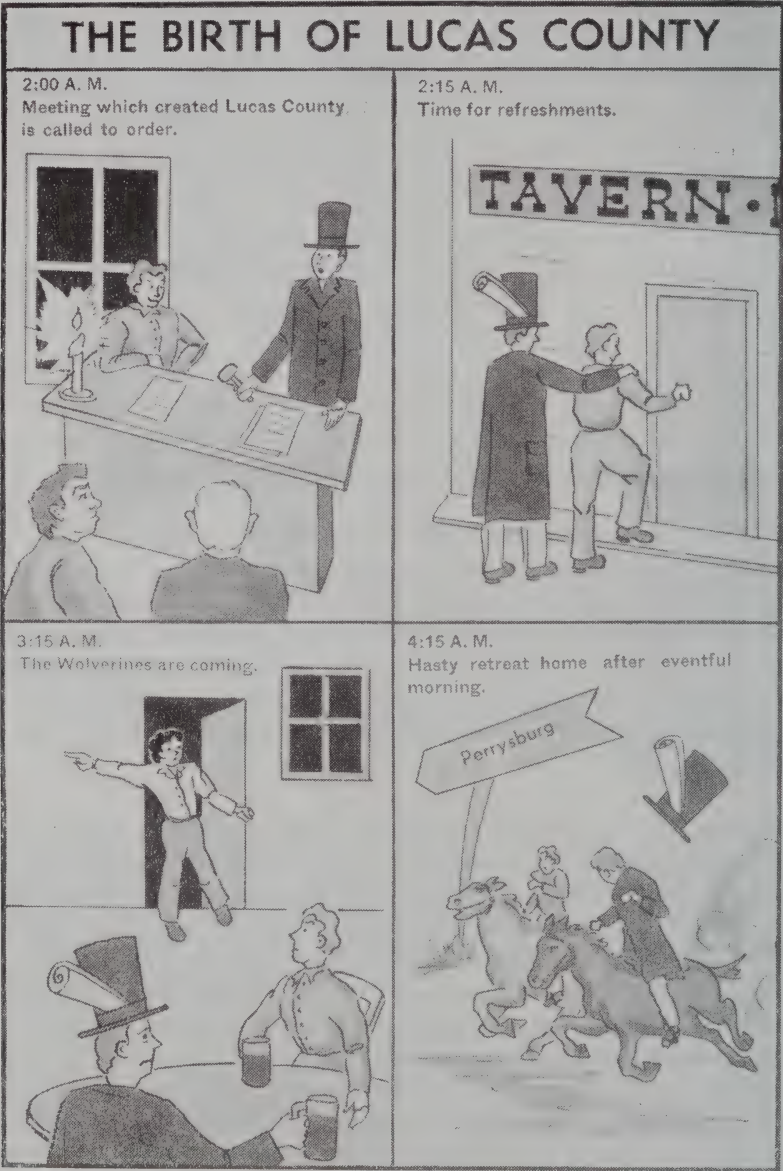
The Toledo "War". Governor Robert Lucas of Ohio was given the power to call out 10,000 militia. The Michigan militia assembled at Monroe. Ohio headquarters was at Perrysburg, just south of the Fulton Line. The United States government did not want any fighting. President Andrew Jackson sent men out to investigate. They advised both Governor Lucas and the Territorial Governor Stevens T. Mason of Michigan not to use force. The Attorney-General of the United States gave a decision in favor of Michigan.

Governor Mason was hot headed and did not follow the advice of the United States government. He arrested Benjamin Stickney

and his son, Two. There was confusion and rioting and Governor Mason was eventually dismissed from office.

Governor Lucas did not use force. He called a special session of the state legislature. The following resolutions were passed: (1) Ohio officers were authorized to defend themselves against Michigan officers; (2) another \$600,000 was allowed to defend Ohio's rights.

Lucas County Is Organized. An act of June 20, 1835 organized Lucas County. It was named after Governor Robert Lucas. The Ful-



ton Line was the southern boundary and the Harris Line was the northern limit. Toledo became the temporary county seat. The Court of Common Pleas was provided for and was ordered to meet the first Monday in September.

First Court Meeting in Lucas County. On the day before the scheduled meeting of the court, all of the judges, the sheriff, and other court officials met in Perrysburg. They left the village just after midnight and rode toward Toledo where they were to meet secretly in a Toledo schoolhouse. A guard of twenty "Buckeye Boys" accompanied them. The rest of the army was left behind in Perrysburg.

The roads were bad and darkness hindered them, but they finally arrived at the little schoolhouse in Toledo right near the mouth of Swan Creek. Candles were lighted and the men proceeded with their business. Their honors, Associate Judge Jonathan B. Jerome, Baxter Bowman, and William Wilson took places behind the teacher's desk. Sheriff Junius Flagg formally opened court. Dr. Horatio Conant of Maumee was appointed Clerk of Court and pledged faithful performance of duties as required by law. The Court then appointed three County Commissioners. There being no further business, the Court adjourned. Dr. Conant prepared the minutes and Judge Jerome signed them. Dr. Conant then put the minutes in his hat and they all went to the tavern to relax.

Suddenly someone called, "The Wolverines are coming." The men quickly called for their horses and hurriedly rode for Maumee. In their haste Dr. Conant's hat was knocked off. The men all turned back to hunt for the hat and its precious contents. Both were finally found, and the little party of Lucas County officers galloped away, up the river. When the dawn came, they were safely south of the Fulton Line and in Maumee.

Dispute Settled in Washington. Lucas County had sent three men to Washington to ask President Jackson to use his influence to settle the dispute. When the men explained their mission, President Jackson told them to write down just what they wanted. This they did. They took the paper to the President the next morning. He read it and told them to present the note to the Secretary of State and have him put the seal of the United States on it. It was done that way and the boundary dispute was settled. An important reason for Ohio's success was that it had a large number of electoral votes, whereas Michigan, being a territory, had none. When President Jackson sided with Ohio he hoped that he would get Ohio's electors to vote for his party, the Democrats, in the election of 1836.

The people of Ohio were able to do what they had planned without using physical force. The Lucas County area was given to Ohio by act of Congress in 1836. Michigan received the Upper Peninsula in return for the loss of the land to the south.

From that time on Lucas County took care of the local government. It included what is now Fulton County in its jurisdiction. Locally elected senators and representatives were sent to the state legislature to help make state laws. Three county commissioners were elected to be the chief governing officials. Other officers included a sheriff, treasurer, auditor, coroner, surveyor and judges. Local government is a part of the American system of government by the people.

VOCABULARY

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|-----------------|--------------------------|
| 1. enthusiastic | 7. justice of the peace |
| 2. exhaustion | 8. Surveyor General |
| 3. ghost town | 9. Court of Common Pleas |
| 4. muck | 10. militia |
| 5. speculators | 11. resolution |
| 6. vehicle | 12. Wolverines |

THINGS TO REMEMBER

1. Over what routes did people travel to reach Northwestern Ohio?
2. Why was the one route not used very much?
3. Who was B. F. Stickney?
4. How did he happen to be interested in canals for the northwestern part of Ohio?
5. Why did Mr. Stickney resign from the Indian Service?
6. How did Maumee happen to become the first white settlement in the lower Maumee Valley?
7. What advantage had Port Lawrence over Maumee?
8. Why did Mr. Stickney start a new settlement? Where was this?
9. Why did Port Lawrence and Vistula unite?
10. List the claims of territorial Michigan to the land which is now Lucas County.

11. Why did the dispute about Northwestern Ohio come in the 1830's?
12. Compare the actions of Governor Mason of Michigan with those of Governor Lucas of Ohio.
13. Why was the midnight meeting of the Lucas County Court of Common Pleas important?
14. What were the reasons why the disputed land was finally given to Ohio?
15. What are the main county offices?
16. Why is local government important in the United States?

CHAPTER 3

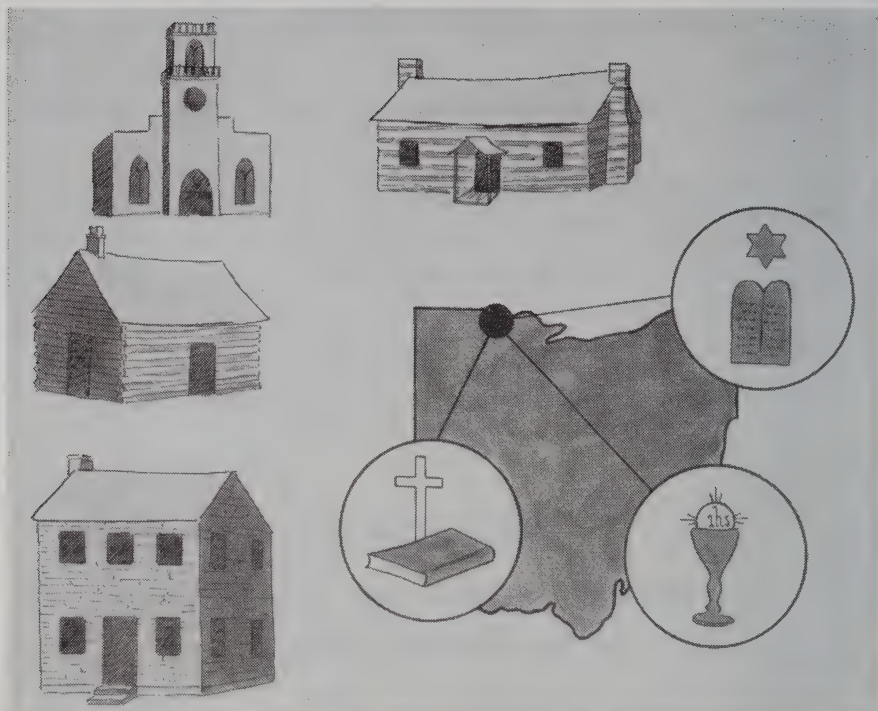
Early Religion, Culture and Entertainment in the Maumee Valley

People who came to Northwestern Ohio were of many religious faiths. Where there was family worship in the home, Christianity was kept alive. However, some people forgot their early training and the result was drunkenness and rowdyism.

Early Protestant Missions. In the eastern United States the Christian churches became alarmed over the tales of Godlessness of the western pioneers. It was decided to send missionaries across the mountains to try to redeem the souls of the settlers in the Ohio area.

The Methodists were the first to send ministers to the white settlers in the Lucas County area. These were the circuit riders who rode on horseback from one settlement to another. They would hold services in the homes of the people. Classes were organized and would meet once in a while until the next visit of the traveling preacher. The lonely frontier people looked forward to the coming of the circuit rider. They enjoyed the hymn singing and the earnest and sincere preaching of the gospel. The route of the Methodist ministers was along the Maumee road from Maumee village to Detroit. That is why the first Methodist Church was started in West Toledo, then known as Tremainsville, just where Detroit Avenue crosses Ten Mile Creek. That church became Collingwood Methodist. It was established between 1823 and 1825.

The Presbyterians and the Congregationalists emphasized a



Early Churches.

calm and serious type of religion. They started a church in Maumee in 1820. In 1945 the Maumee Presbyterian Church celebrated its 125th anniversary.

Catholic Missionary Work. When work began on the canals, many Irish Catholic canal diggers came to Lucas County. Their pay was very poor and living conditions were bad. Two priests, the Reverend Joseph MacNamee and Reverend Amadeus Rappe, came to minister to the spiritual needs of the Irish. Father Rappe, especially, worked hard to reduce drunkenness among canallers. His hard work gained him the admiration of both Catholics and Protestants. The church of St. Francis De Sales was the first in Toledo, and St. Joseph's was first in Maumee.

Other Religious Denominations. By the 1850's many other denominations had started churches in the lower Maumee Valley. The Episcopalians had Trinity in Toledo and St. Paul's in Maumee. The Lutherans established Salem and St. Paul's in Toledo, and First Baptist also existed in the city. Preachers of various other faiths visited the county from time to time.

One of the most interesting of the early churches was the Bethel

mission for the sailors. Religious services were held each Sunday on a ship in the harbor. A flag at the mast of a ship told where the services were to be conducted.

Another familiar sight in the early days was the Negro preacher who roamed the downtown streets ringing a bell and calling people to listen to the Word of God.

All sorts of religious leaders came west to save the souls of the pioneers, to convert them to Christianity, or to reform them. One of the chief needs was to cure them of drunkenness.

Church Schools. Some of the churches set up their own schools so that religion could be a regular part of education. The Lutherans, Episcopalians, and Catholics, in particular, believed in church schools. Two of these schools, started in the 1850's, were St. Ursula's Academy and the Academy of the Sisters of Notre Dame.

The people of Northwestern Ohio found that there were many ways in which people could worship God. Various denominations built churches and, in true American fashion, each individual had a right to go to the church of his choice.

Entertainment and Culture—Winter Sports. Lucas County residents of the early 19th century played as hard as they worked. They par-



Fun in the 1840's.

ticularly loved winter sports. Skating was fine on Mud Creek, and the hill from Cherry Street down Superior to the creek became a favorite place for sledding and tobogganing. Sleighing parties went far out into the country to have a delicious hot meal and then would ride back to town in the bright winter moonlight. The sledge races on the river, which the French settlers of the marshes ran each year, attracted a good deal of attention. Dancing was a popular pastime. One fiddle was enough to start the young people on a gay evening of square and round dancing. The cotillion was the most popular dance.

Other Forms of Recreation. In the summer there were moonlight evenings on Lake Erie. The young people danced as the steamer went out into the lake and back again. Military balls were a special kind of entertainment not to be enjoyed by everyone. Hunting was the favorite sport of men. There was still plenty of game, both birds and animals. Once in a while a man might even find a bear or wolf. For many years the reputation for excellent hunting in the Maumee Valley was kept up by the game suppers which were often served by both churches and hotels.

Holiday Celebrations. Holidays were celebrated in various ways. New Years Day was set aside for friendly calls. At each place it was the custom to serve food and drink. Visiting several friends might prove quite interesting. The Firemen's Ball always came on Washington's Birthday. Each volunteer fire company would try to outdo every other one in the splendor of its uniforms. On St. Patrick's Day just about everyone joined in the big parade. The brass bands boomed out and so did the speeches which followed.

Before the Civil War, July 4 was like modern Memorial Day, with respect to honoring the veterans of the Revolutionary War, the War of 1812, and the Mexican War. At night huge bonfires were built and burned in many parts of the town. For a long time September 10 was a very special day in Northwestern Ohio. It was the anniversary of Perry's Victory on Lake Erie. People recognized the importance of the event to Ohio. Thanksgiving and Christmas were purely religious holidays and church going was the rule. The exchange of gifts was not such a prominent part of Christmas although it was a time to help the poor.

Commercial Entertainment. Toledo people enjoyed several kinds of commercial entertainment. Minstrel shows were popular. The jigs and jokes pleased the crowd and the songs were some of the loveliest of Stephen Foster's melodies. When the circus came to town, it was full of wonderful things. There was a most delightful parade

with glittering cages of strange animals, wagon loads of clowns who entertained everybody, and sometimes a brass band which played lively music.

Dioramas occasionally were brought to town. These were huge pictures placed around a room. They told stories of historical events. Usually the pictures were on rollers, but sometimes they were moved out one at a time. A speaker explained the scenes as they appeared.

Lyceums were lecturing or debating societies. They first came to Toledo in 1837. Serious folks enjoyed them because the subjects discussed included scientific ideas, economics, and politics. The talks were given either by local talent, by traveling scholars, or by scientists.

Books and Reading. A vast amount of romantic literature was written and enjoyed in pre-Civil War days. Sir Walter Scott's novels and poems were widely read. Melodrama in stories and plays thrilled countless people who seldom were able to get very far from home and had to have exciting things come to them by means of books or the theater.

Charles Dickens was a popular author because he championed the cause of the common people. However, Ohio was not popular with Dickens. He visited the state and disliked everything about it. He thought it was rough and crude, and said so in his writings.

Northern Ohio kept up with the work of American writers of both poetry and prose. Magazines published the poetry of Longfellow, Whittier, Bryant, Lowell and others. Such authors as Irving, Emerson, Hawthorne, and a host of other fine Americans were contributing to the enjoyment and knowledge of their countrymen on the western side of the mountains.

Children's Books. Practically all of the stories written for children, in the early 19th century, had a strong moral tone. Even the school books taught reading by showing that good children were rewarded and bad ones punished. The *Elsie Dinsmore* books for girls told of a very good little girl who had a cruel father. She finally changed him by her example of righteous conduct.

The Ned Buntline series of adventure stories for boys appealed especially to the youngsters whose pioneer relatives had helped settle the Maumee Valley.

People of the Toledo area were, indeed, becoming educated and were enjoying whatever leisure time they had. They made use of books, theater, lectures and debates. Social gatherings helped folks to become better acquainted and to understand one another.

VOCABULARY

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| 1. Bethel | 10. Lyceum |
| 2. champion the cause | 11. melodrama |
| 3. circuit rider | 12. moral |
| 4. convert | 13. oratory |
| 5. cotillion | 14. redeem |
| 6. denomination | 15. righteous |
| 7. diorama | 16. sledge |
| 8. economics | 17. toboggan |
| 9. family worship | |

THINGS TO REMEMBER

1. Why did the missionaries come to the Maumee Valley?
2. What was the work of the Methodist circuit rider?
3. The two oldest churches in the lower Maumee Valley are
(Trinity)
(Collingwood Methodist)
(St. Paul's Lutheran)
(Maumee Presbyterian)
4. Why did the Irish Catholics come to Lucas County? Why did they need help?
5. What special services did Father Rappe perform for the people in this area?
6. What was the Bethel Church?
7. Why were church schools established?
8. How did the young people of Lucas County enjoy themselves in the pre-Civil War period?
9. What holiday celebrations appealed to you?
10. How did some of the older people spend their leisure time?
11. How do the stories for young people compare with those of today?

CHAPTER 4

Education

When the pioneers first came to Ohio, they were very busy clearing the land and getting things started. Little was done about schools for a while. People who were educated taught their own children, but some of the early settlers could not read or write. Their children had to go without book learning.

Financing For Schools. As soon as Lucas County was established, people began to think about schools. The question of money came up because a building would have to be provided and a teacher had to be hired. When the people were able to raise more produce than they needed and could sell it, they used some of the money for taxes. Part of the tax was for school purposes. There was not very much money at all, but a little of it for education was better than none. In the winter there was less work for the children to do, so that was the time when there was a short term of school.

District schools were started. There was one of these to each township in the country, if the township wanted one. In the city, district schools were planned for each ward.

Duties of School Directors. The people elected three directors for each district. These men had the power to approve taxes for schools, to decide where the schoolhouse was to be built, what kind of a building it would be, how much to pay the teacher, how long the term was to be, and what subjects should be taught.

Usually the directors decided on a one-room school, a term of two or three months, and low pay for the teacher. Subjects taught were the three "R's"—reading, 'riting, and 'rithmetic.

Money for the schools was raised from taxes, state funds, and from the sale of land in each township. The Northwest Ordinance of 1785 provided that section 16 in each township should be used for school purposes. Either a school was to be built on that land or it was to be sold and the money used for education. Land was quite cheap in the early days and the sale of the land did not bring in much money.

As late as 1845 Toledo school district No. 1 had a balance of \$1,121.14 for schools. Most of this was used for a schoolhouse, leaving very little to pay the school teacher. Low paid teachers resulted in much poor teaching and the severe punishment of pupils.

Private Schools. There were some private schools called "select schools" or "academies". They were held in the homes of the teachers most of whom were college graduates. The terms for these schools were 12 weeks and prices varied from \$2.50 for teaching the basic subjects to \$8.00 for piano lessons. For the older children there were such things as English and Latin, history, philosophy, and science. For instance, all of these were taught by Mr. and Mrs. Lathrop's Select School in 1838-1839. There were several other similar schools which operated for only a short time. It took money to send children to private schools, and there were not so very many people who could afford it. The teaching, however, tended to be better than in the district and ward schools.

Early Schools in Lucas County. The early public schools were poor, but they lasted longer than most of the private academies. As time went on the quality of public education did improve.

The first schools in Lucas County were one-room buildings either of the log-cabin type or of frame construction. The children sat on benches. A pot-bellied stove was in the center of the room. Near the stove the children roasted; away from it, they froze.

When the pupils recited to the teacher, they sat on the front benches. In the back of the room was a continuous hum of voices as youngsters studied their lessons. It was thought that if they studied in that manner, they would not talk to each other. Misbehavior and slow learning were taken care of by the birch rod. Sometimes the wrongdoer had to cut his own switch from the tree.

Writing was done on slates which could be used over and over again. Paper was expensive and used only for special projects. There were no blackboards or chalk.

When examination time came around, there was an exhibition attended by a committee of prominent citizens. Pupils performed by reciting pieces they had learned for the occasion.

In order to get a job a teacher had to appear before a board of examiners. This was a group of citizens appointed by the Probate Court. Applicants for teachers usually had a high school education, but not always. There were no schools in which to train teachers.

Union Schools. The schools of Northwestern Ohio were not satisfactory, and parents were concerned about the education of their children. They were glad when the Union School was being started. This idea was tried in the towns first because the districts were closer

together and could cooperate. Maumee was the first to try the plan; Perrysburg and Waterville followed. In 1849 Toledo tried it. In that year the first Board of Education was elected and rooms formerly used by the Court became the first Toledo Union School. This took care of the older children of high-school age and the upper elementary group. The wards continued to have separate schools for the lower grades. Toledo taxpayers would not vote the necessary money to equip the school so the Board depended upon voluntary contributions for furnishing the building. Toledo, in 1849, had an epidemic of cholera and was spending all the money to pay for draining the swampy areas.

Objections to Public Schools. Some citizens opposed Public Schools. Their objections were: (1) landowners should not pay taxes for schools attended by children whose parents did not own land; (2) poor people did not send their children to the upper grades of the Union School and, therefore, objected to paying for it; (3) no religion was taught—children should learn about God and morality when they received the rest of their education.



The first Toledo High School was opened in 1854 at Madison and Michigan Streets. It was regarded by some as a "palace" among schools. The first floor was for the high school; the two upper floors were for the upper elementary grades which were, at that time, moved from the rooms in the old Court House. People were mighty

proud of this first high school. Imagine such things as running water, individual desks with ink wells, and "chalking" boards! There were even large windows with blinds, and an auditorium that would seat 400 people. A music room contained an expensive piano. A huge bell in the clock tower called youth to the "temple of learning". There was no finer school in all the Mid-West. At least that is what Toledoans said.

VOCABULARY

- | | |
|-------------------|-------------------|
| 1. applicant | 4. cholera |
| 2. blinds | 5. epidemic |
| 3. chalking board | 6. produce (noun) |

THINGS TO REMEMBER

1. Why were there no schools in the days when Northwestern Ohio was first settled?
2. What was a district school?
3. What were the duties of the directors of these schools? How were directors chosen?
4. List the places from which the schools received money.
5. What were the "select" schools? What did they teach and how much did they charge?
6. In what ways were the district schools different from yours? What advantages did they have?
7. Early school teachers were supposed to have—
 - a. college education
 - b. high school education
 - c. some grade school training
8. The Union School put into one building—
 - a. all the small children
 - b. only high school pupils
 - c. upper elementary and high school pupils
9. List some objections to the Public Schools.
10. What were some of the "modern" improvements in the first Toledo High School?

UNIT ACTIVITIES

1. Construct a model of a pioneer cabin.
2. Write a letter to relatives or friends back east telling about the new life in Ohio or describing the wilderness.

3. Dramatize a part of the first Ohio Constitutional convention. Bring out the idea that the men wanted a liberal constitution which gave much power to the people.
4. Paint a picture of the Black Swamp as the pioneers might have seen it.
5. By means of a chart show by comparison the acts of Ohio and Michigan which led to the final settlement of the dispute over the northern boundary.
6. Dramatize the first meeting of the Court of Common Pleas in Lucas County.
7. Suppose you were one of the delegates who went to see President Jackson in regard to the dispute over the Lucas County boundary. Write a letter telling about the meeting.
8. Write a letter which a teacher in a district school in Lucas County might have sent back to her family in the East.
9. Use a series of sketches to show Father Rappe's work with the Irish canal diggers.
10. Design a mural or a picture for a book to show some of the ways young people used to enjoy themselves.
11. Write to a friend telling how some of the holidays were celebrated in Lucas County. Illustrate the letter.
12. Make up an advertisement for a program to be given by a lecturer of the Lyceum.
13. If possible assemble an exhibit of utensils used by the pioneers of Ohio. Make sketches of these things and find out how they were used.
14. Plan to carry on some activity which was a part of the daily work of the pioneers:
 - a. churn butter
 - b. spin sheeps wool into yarn
 - c. hammer a pewter disk into a bowl
 - d. weave articles
 - e. make a patchwork quilt or some other patchwork article
 - f. hook or braid a rug
 - g. dip and mold candles
 - h. make soap

Tell the class how you performed the task and write out the directions.

15. On an outline map show the route of the early fur traders from Maumee to Detroit. Show where the road of 1828 cut through the Black Swamp from Fremont.
16. Make a humorous illustration showing activities along the 31 mile road with the 32 taverns and tavern keepers helping travelers out of the mudholes.
17. List well-known people of the era just discussed, and match statements to identify them.
18. Trace the history of the church you attend back to when it started its work in Ohio.
19. Illustrate one of the recreations or holiday celebrations of this period.
20. Make a large map of Lucas County. Illustrate with the sports of the time, especially the winter sports.
21. Learn square dances of the period and give them as a part of a program for the rest of the school. Learn also the songs of the same time.

BOOK LIST

Bowman, D. W., **Pathway of Progress.**

Comfort, M. H., **Flatboats and Wagon Wheels.**

Downes, R. C., **Canal Days.**

Meadowcroft, Enid, **By Wagon and Flatboat.**

Royer, S. H., **Buckeye Tales.**

Stille, S. H., **Ohio Builds a Nation.**

BOOKS FOR ACTIVITIES

Bonser, F. and Mossman, L., **Industrial Arts for Elementary Schools.**

LaSalle, Dorothy, **Rhythms and Dances for Elementary Schools.**

VISUAL AIDS

1. Frontier Woman (film).
2. Frontier Woman (slides).
3. History of the Maumee Valley (film with sound).
4. Pioneer Home (film with sound).
5. Colonial Williamsburg (film with sound and color).
6. Westward Movement (film with sound).

Unit 5 **The People of the Maumee Valley Take Part in Making the Nation Stronger**

Toledo and Lucas County became a part of the rapidly growing West. Citizens of the area grew ambitious and wished to make Toledo the center of great business and commercial activity. New means of transportation were being invented and farmers were able to get their products to market where they could sell them for money. They then bought things that they formerly could not afford.

There were great opportunities for everyone; competition was keen. There were failures as well as successes, but people could always "try it again" because the country was rich in boundless resources and numberless opportunities.

The people of Toledo and Lucas County, along with citizens in all other parts of the country, found that they were dependent upon each other, and that each locality would be stronger if the nation were united. Transportation proved to be a uniting force in the United States. Canals, steamboats, and railroads helped to bind parts of the nation together and move the products that different parts of the country raised or manufactured. Because cities were growing in size, the laws of the state had to be changed to take care of urban areas.

CHAPTER 1

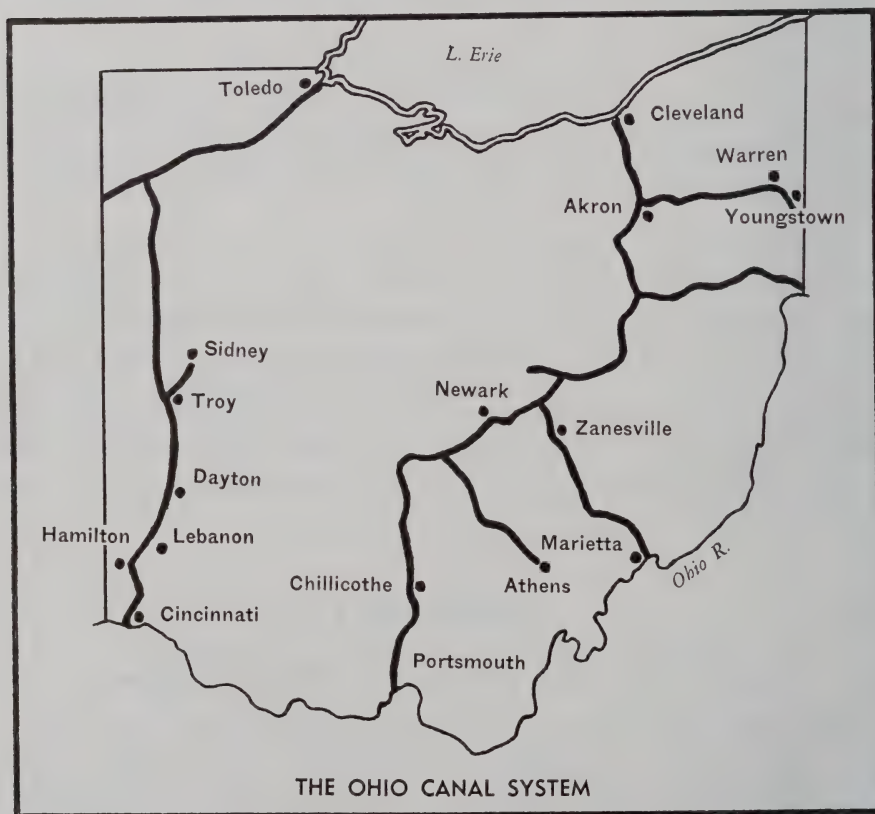
Canals Help Bind the East and West Together

The canals were necessary to the building of the American nation. They made it possible for the different parts of the country to do business with one another. In the first years of the American Republic the national government had thought of financing the building of the canals. But the War of 1812 and the resulting national debt made it impossible. The projects had to be paid for by the states.

The Erie Canal. The state of New York built the Erie Canal during the years between 1817 and 1825. DeWitt Clinton, governor of

the state, believed that the canal could be constructed and he directed that the work be done. At first, people laughed at the idea of boats floating across the mountains, but the locks in the canal showed how wrong they had been. There was a grand opening in 1825, and soon the canal became an avenue of trade. It was a paying proposition because the tolls collected paid back the money that had been borrowed to build the canal. The Erie Canal did not have many turns and branches. It went almost as straight as an arrow from Albany to Buffalo.

The Ohio Canal Plan. The people of Ohio were impressed by the success of the Erie Canal. They thought that a canal system in Ohio would also pay for itself. The eastern part of the state was



served by a canal extending from Cleveland to Portsmouth. Many branch canals led to small towns where produce could be picked up. In the western part of the state a canal ran from Cincinnati to Toledo. There were several branches to that canal also. The one connecting Toledo with Indiana was especially important to Northwestern Ohio. Ohio built 557 miles of canals which cost \$15,000,-

000 as compared with the Erie Canal's 363 miles at a cost of \$7,000,-000. In Ohio there were also many more locks because the canal went up and down over three watersheds. All of these locks had to be kept in repair. Ohio overbuilt the canal system and the tolls never did pay for the expense of building it. The reason for the overbuilding was that the legislators from many parts of the state had to have a canal go through their regions to please the voters.

Because of competition with other parts of Ohio and because of the heavy cost of the canals, the Toledo and Maumee Valley areas were the last parts of Ohio to be served by canal. The branch to Indiana was completed in 1843, but the link with Cincinnati was not finished until 1845. The rest of Ohio was rather reluctant to have Toledo linked with the canal system. Benjamin Stickney and others interested in the Toledo end of the canal had to conduct their business deals in secret in order to get the land necessary for the canal.

Building a Canal. It was necessary to make careful and detailed plans before a canal could be built. A regular and dependable water supply had to be found. In the Toledo area the Maumee River was the source of water. Inland from the river artificial lakes had to be made. Feeders led from the source of water to the canal. The current was gentle; the canal sloped less than a foot per mile. The curves were wide and often lined with stone to protect the bank. The water flowed very slowly because a brisk current would ruin the canal bed.

Preparing the Canal Bed. When the land was completely cleared of trees, bushes, and stumps, the canal was dug with pick and shovel, and the dirt was carried away in wheelbarrows and carts. After that the canal was lined with clay. A towpath was put along the bank on one side. Here the mules or horses and the driver plodded slowly along all day pulling the boat.

Constructing Locks. Where the land sloped decidedly, locks were constructed. These consisted of rocks and cement set in huge frames. There were 9 locks within Lucas County, and the stone for them was brought from Sandusky in lake ships. There were side cuts in the canal. In this area there were side cuts at Maumee, Toledo, and Manhattan near the mouth of the river. These short canals connected the main one with the Maumee River. The side cut at Toledo was really the most useful of the three because many of the lake ships docked near it. At the other two points the water of the Maumee River was too shallow for the lake ships. The one at Maumee may still be seen at Side Cut Park.

Repairing the Canals. It was essential that the canals be kept in good repair. During the summer season tow-path walkers patrolled the canal and, at the first sign of trouble, sent for the nearest repair crew. These men quickly took care of a break in the bank or hole in the clay lining. Muskrats and crawfish caused a great deal of difficulty. Before the frosts came the canals were drained and extensive repairs were made.

Canal Boats. There were two kinds of canal boats: freighters and packets. Freighters were large barge-like craft about 75 feet long. They had a shed for cargo. Toll was paid on the weight of the boat,



Canal Boat — a Freighter.

and the rate per mile on various kinds of goods carried. Packets were passenger boats which held about 50 people. On this type of canal boat there was a many-windowed cabin which served as a living-dining room by day and as a sleeping room by night. The double-decked bunks had curtains separating the men's and women's quarters. There were also a smoking room and bar, and deck space for the crew at the rear of the craft. On top of the cabin was a deck where passengers might sit and enjoy the scenery as the boat went on its way. When a bridge came in sight, there was the call, "Low bridge", and everyone would scurry down below while the packet was pulled under the bridge.

Travel by Canal Boat. Travel was leisurely and many people liked the smoothness of the journey. There was a friendly atmosphere and the people were more neighborly than when one traveled by rail-



Canal Boat — a Packet.

road. To be sure, canal-boat travel was very slow, and canals could not be used in winter. Cabins might be very stuffy after a night's sleeping. Occasionally bitter quarrels broke out among the boatmen when two of the craft arrived at locks simultaneously, and each crew claimed the first right to take its boat through.

The Canal System Strengthened the Nation. The canals took care of an enormous amount of business during the 1840's and 1850's. Farmers and business men prospered. Farmers were able to reach distant markets and sell their products for money. They could then buy many things and their standard of living became higher. Barter and swap were things of the past. Ohio's population grew from 957,903 in 1850 to 2,339,511 in 1860. Cities like Toledo became important business centers. The United States was becoming permanently united as a nation.

The Ohio Canal System Creates Problems. The Ohio canals fulfilled their purpose. The farmers were able to sell their produce and buy what they needed. Toledo and Lucas County owed their first prosperity to the canals. However, the canals also created problems. Ohio, with a much smaller population than New York, had many more miles of canals and a considerably larger number of locks and reservoirs. There were too many side cuts and branch canals leading to small towns. There was overbuilding to such an extent that the tolls did not come near to paying for the upkeep of

the canal system. Heavy taxes were collected to pay for the canals. This money should have gone for education and other purposes. People found that the state was deeply in debt for the operation of the Ohio canals. This was so unpopular with Ohio taxpayers that, in 1851, the state legislature put into the new Constitution a law which forbade the state to go into debt to build public projects. The law is still in force. The total debt for peace time purposes must never be over \$500,000.

The canal debt also hindered the development of railroads because the state legislature thought that the new means of travel might make canals less profitable than ever.

Toledo was delayed in growth because the city had to wait for its canals until after the rest of the state had them. Such cities as Cleveland, Detroit, and Cincinnati had an earlier start in becoming centers of local trade and in developing industries. When Toledo became a canal terminal, times improved. However, it was then realized that there was little home trade because of a lack of industries in the city. Toledo's growth was also held back because of the poor roads leading into the back country, especially into the Black Swamp area and the Oak Openings. It was only after these difficulties were overcome that Toledo could be on its way to becoming a great commercial and industrial center.

VOCABULARY

- | | |
|--------------------|-----------------------------------|
| 1. artificial lake | 3. feeders (related to waterways) |
| 2. canal locks | 4. tolls |

THINGS TO REMEMBER

1. Of what importance were the canals to the people of Northwestern Ohio?
2. What problems of building had to be solved before the canals were completed and put into operation?
3. How did travel on a canal boat compare with modern means of transportation?
4. Why did the tolls never pay for the canals in Ohio?
5. What were some of the problems caused by the building of the canals in Northwestern Ohio?

CHAPTER 2

New Types of Steamboats Are Developed on Lake Erie

The steamboats of the lakes and the canal boats became partners in developing the trade and increasing the prosperity of northern Ohio. The slow-moving little canal craft brought the produce to the lake ports and the steamers took over from there. Steamboats also unloaded manufactured products from the East for the canal boats to take farther west.

The skippers and builders of boats for lake trade were pioneers in the development of the steamboat. The inland lakes became experimental laboratories for the improvement of lake carriers. In the beginning wood was burned in the furnaces to produce steam, and it was necessary to have stations every hundred miles or so where steamboats could refuel.

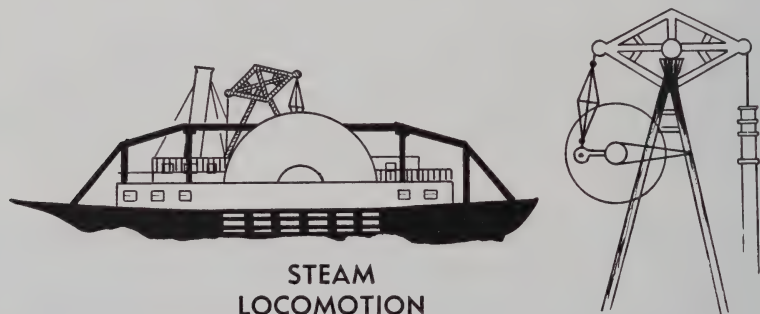
The Walk-In-The-Water. In the year 1818 the Walk-in-the-Water made its first trip from Buffalo to the mouth of Swan Creek. This little ship had been built by a group of New York business men. Their faith in steam was not quite complete so they also equipped the ship with sails.



The Walk-in-the-Water.

They had planned to run the ship between Buffalo and Orleans (now Perrysburg), but low water made it impossible for the **Walk-in-the-Water** to proceed beyond the mouth of Swan Creek. With the coming of steam engines, bigger and better ships could be built. Deeper water was necessary for the larger vessels. That is one reason why Toledo, and not Maumee or Perrysburg, became the great commercial port at the western end of Lake Erie.

Difficulties with Early Steam Engines in Ships. When steam engines were first put into ships, it was thought that small high-pressure engines were necessary. The difficulty was that when the pressure reached the point when it could drive the ship, the boiler sometimes was unable to stand the strain and would blow up, and the engine likewise would explode. People would be killed and the ship was ruined. That was just one of the reasons why the little **Walk-in-the-Water** carried sails. The designers discovered that larger boilers and engines could spread the same amount of pressure over a larg-



Model of Early Steamboat with Braces and Walking Beam.

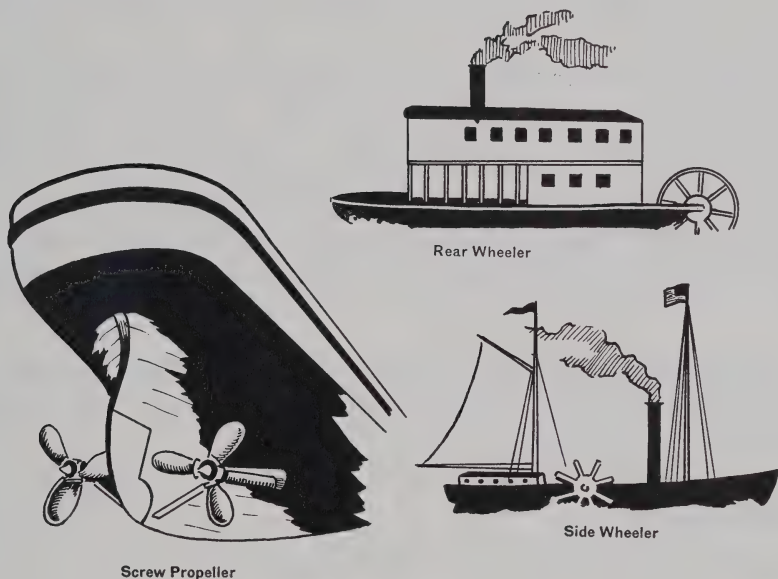
er area with less danger of explosion. This change from high- to low-pressure engines was one of the first important improvements in lake steamers.

Changes in Driving Levers. In the early steamships there was a very large driving lever which provided the connection between the piston and the paddle wheel. This "side lever" took up a great deal of space which could otherwise have been used for cargo. It was not long before the lever was put on top of the ship and made to rock back and forth. It was called a "walking beam". Some ship builders put the figure of a horse on the beam and then the lever became known as the "galloping horse" type beam.

One of the greatest improvements was the substitution of the propeller for the paddle wheel. One or more propellers were placed under the stern of the ship. It was the invention of John Ericsson

and was first used successfully in 1841 on the **Vandalia** which was launched at Oswego on Lake Ontario. The propeller proved to be much more efficient than the paddle wheel and soon was used on almost all steam vessels.

Special Ships for Lake Erie Trade. A special kind of ship was constructed for Lake Erie trade. The lake was shallow and many of the harbor channels were narrow so that it was necessary to make a long, narrow ship. That type of ship tends to be weak. There-



Steamboat Types.

fore ship builders made long arch-like braces which ran lengthwise on both sides of the ship. To lessen the danger of capsizing, the decks and the hull were extended. These extensions were called sponsons. Better balance was assured by having a moveable center board which could be lowered in deeper water. Extensive upper decks with cabins were also added. This made it possible to use the lower deck for cargo.

People Admire the Steamboats. With each returning spring season new ships were launched and the older ones were repaired and repainted. Crowds would go down to the shore to see the first "floating palaces" arrive at the docks. The people went to the receptions on ship board and were thrilled and filled with wonder at the luxury of the boats and the mystery of the engines which propelled them through the water. Steamship captains were the popular heroes of the day.

Toledo was especially proud of the steamship **Toledo** which was built in the spring and summer of 1841. Every day groups of interested Toledoans watched the carpenters work. When launching day came, all of the folks in the surrounding country were invited to the celebration. The **Indiana**, built the next year, was judged to be a "noble and faultless ship". There were 12 staterooms with 3 berths each, a ladies' salon, "Promenade Deck", a large gentlemen's saloon, and "steerage staterooms for whole families of immigrants".

Captain Isaac T. Pheatt. Captain Isaac Tichenor Pheatt was Toledo's favorite skipper. For over 20 years he sailed the inland seas without accident. He commanded many ships, among them were the **Toledo** and the **Indiana**. When Captain Pheatt retired in 1857, a great celebration took place to honor him. The militia, commanded by Colonel James B. Steedman, stood at attention while the Mayor praised Toledo's captain. Brass bands played. A signal gun was presented to Captain Pheatt. Later in the evening the Captain was host at a farewell party to which the public was invited. When Captain Pheatt died in 1859, there was a period of public mourning and everyone paid tribute to his service to the shipping industry.

The steamboats as well as the canal boats helped to unite the nation through commerce and transportation. The Union was becoming stronger than ever.

VOCABULARY

- | | |
|----------------------------|-------------------|
| 1. experimental laboratory | 4. militia |
| 2. capsized | 5. promenade deck |
| 3. center board | 6. sponson |

THINGS TO REMEMBER

1. What helped Toledo to become the commercial port at the western end of Lake Erie?
2. What were the various stages of development of the lake steamship engines?
3. What special type of ship was developed for the Lake Erie trade? Why?
4. What showed the interest of Toledoans in lake shipping?
5. How did the lake ships help the United States to become stronger?

CHAPTER 3

The First Railroads Connect the Waterways

People were convinced of the importance of canals and steamboats, but at first the railroads were considered only as connecting links between the waterways. Even John S. Jervis, the great railroad builder of the 1850's, thought that the heavy traffic of the country would all be by water. In 1853 it cost only 75c to ship a barrel of flour from Chicago to New York by water. People thought that no railroad could ever afford to do it that cheaply.

In the 1850's the Michigan Southern was Toledo's chief railroad. By 1855 this road owned four Lake Erie steamships. The fleet was used to connect with other railroads and with the Erie Canal, thus giving the Michigan Southern first place in the New York to Chicago trade. All of the railroads were in the steamboat business. The combination of rail and water transportation seemed necessary if produce was to reach markets in a reasonable time and at a price that people could afford to pay.

The First Western Railroad. The first railroad in the West was the Erie and Kalamazoo which was built from Toledo to Adrian, Michigan in 1836. It was a flimsy little road designed to connect Lake Erie and Lake Michigan by way of the Kalamazoo River, thus linking Toledo with the Wisconsin and Michigan country. The road was opened to horse cars in the fall of 1836 and to locomotives in 1837. It never went beyond Adrian because, after it was started,



Bell Stacker



Steam Engine



Erie & Kalamazoo

Evolution of Railroad Locomotives.

it became quite clear that Chicago was the place for a railroad center in that area. Later on, the Erie and Kalamazoo was made a part of the Michigan Southern's line to Chicago.

Limitations of the Early Railroads. The difficulties presented by small high-pressure engines bothered the early railroad builders. Unlike the steamboat builders, the railroad men could not increase the size of the engines very much. Only a small amount of wood could be carried at one time. Thus frequent stops were necessary. Only light loads and short trips were practical for the early railroads.

A trip on an early railroad train was a great adventure. One never knew what was going to happen. Only courageous and forward-looking people were willing to risk such a journey. There was the ever present danger of an exploding boiler which would send scalding water and bits of metal flying in all directions. The roadbed and tracks also made train travel hazardous. Long flat bars or straps of iron were fastened on top of wooden "sleepers" or foundation rails. The iron frequently came loose and curled up in a "snake head" which pierced the bottom of the coach as the train passed over the track. Serious injury to passengers sometimes resulted. Strap iron rails were replaced by the T-rail, but even they were weak when made of iron. They wore out in weak spots and had to be replaced in a year or two. It was a long time before the American railroads used the "fish joint", a plate which was bolted to the sides of two rails to keep them from separating.

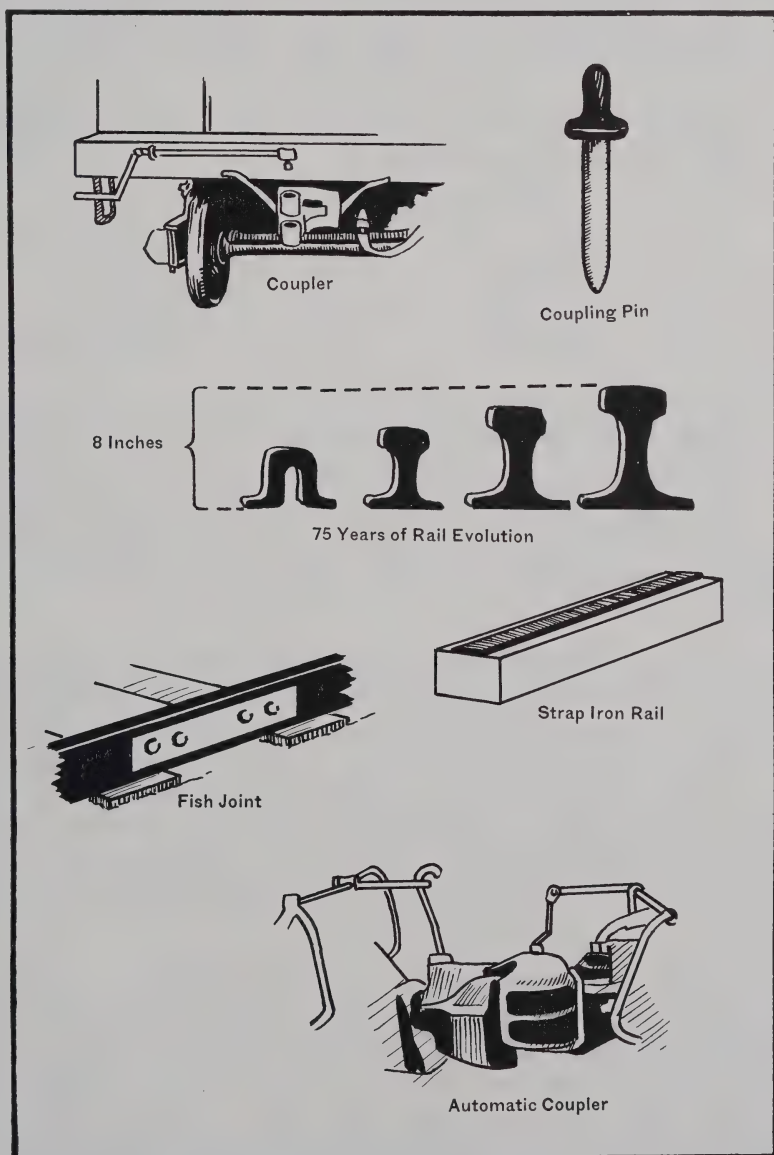
Roadbeds of Railroads. The roadbeds for the rails were as bad as the rails themselves. In the early days railroads were built so hurriedly that the ties and tracks were put directly on the roadbed without waiting to put on any ballast (crushed stone). This was unlike road building in Europe where builders were not in such a hurry. Ballasting of American roads was done after trains started running on the tracks. The result was that there were sink holes and the tracks became dangerously uneven. Trains had to travel at very low speed and the strain on both tracks and trains was terrific.

When railroads were first being built, there were few stone quarries in Ohio and no machinery for crushing stone. There are grim stories of lost locomotives and skeleton crews to be found at the bottom of deep sink holes in Northwestern Ohio where the shortage of surface stone was especially serious.

The problem of water control was quite difficult to solve. Drainage of the roadbed was not often considered until the railroad was in operation. Hence, when the rains came, the roadbed would

be ruined. Wooden culverts or drains were finally used under the roadbed and wooden bridges were built over the streams. These wooden installations created new dangers of fire and rot.

In spite of many disappointments and accidents the railroads were able to overcome their difficulties and solve their problems. Trains and roadbeds were improved and far-seeing men invested their money in the new type of transportation. Lines were extended and trade on the railroads increased.



Railroad equipment.

Toledo Becomes a Railroad Center. Many people in the young city of Toledo became enthusiastic about railroads. It seemed that this new addition to canal and steamboat transportation would really cause Toledo to become a great commercial city, a transfer point for trade from east to west and north to south. Toledo was no longer a frontier town. Pioneers had found that the soil of the prairie land of Illinois and Iowa was deep and rich. Heavier and sharper plows could cut the tough sod, and new farm machinery made it possible to harvest crops on large farms in a short time. Thousands of people settled in the area which now includes the states of Illinois, Indiana, Iowa, Wisconsin, Michigan and Minnesota.

In ten years from 1850 to 1860, wheat and corn production in these states increased enormously.

Bushels of grain		
	Wheat	Corn
1850	26,373,035	126,917,270
1860	75,315,512	283,138,310

Growth in Trade in Toledo. Toledo became a great center of trade for this new mid-west area. Shipments of wheat increased from around 2½ million bushels in 1848 to over 9¾ million bushels in 1862. By 1861 corn shipments were more than 5 million bushels. The money value of exports rose from about \$111 million in 1848 to more than \$177½ million in 1865. Toledo became known as the Corn City of the West.

By 1860 five railroads had made Toledo their lake port. They were the Michigan Southern, the Air Line, the Wabash Valley, the Dayton and Michigan, and the Cleveland and Toledo. These lines linked the city of Toledo with Chicago, St. Louis, Detroit, Cincinnati, and Cleveland. Many smaller towns added to the trade going through Toledo. There was no Lake Shore line for quite a long time. By running the railroad further south it was possible to pick up produce on both sides of the road. This could not have been done if the line had run along the lake shore.

The Middle Ground. The Middle Ground of Toledo was a peninsula extending into the Maumee River but quite near to the shore. The tip of this tongue of land was opposite the mouth of Swan Creek, and the beginning was near the present Fassett Street Bridge. The great advantage was that ships could dock on both sides of the peninsula and that the Michigan Southern tracks ran down the middle.



Early railroads led to lake ports.

The most famous building on the Middle Ground was the Island House. It was at the tip of the Ground and was an entirely new idea in hotels. This amazing structure housed under one roof a hotel, railroad station, and steamboat receiving point. The lobby was a "sitting room" for travelers, and a "common parlor" for hotel guests. It had a ticket office, barber shop, baggage room, telegraph office, and rest rooms. There was an unusual feature in the rest rooms—they had running water, obtained by drilling artesian wells from which water gushed to the surface, for use in the wash bowls. The dining hall accommodated 275 guests. The large kitchen had a range where food could be prepared for 500 hungry souls at one time. Another great convenience was the use of gas. There were 100 gas jets all together. Such elegance had never before been enjoyed in the West.

Ohio's Railroads Are Overbuilt. Youthful enthusiasm and cut-throat competition caused overbuilding of Ohio's railroads. Several

times in the United States overexpansion has been the cause of "hard times" or panics such as the one which occurred in 1857. Money is borrowed and used for building purposes. When it is time to pay back the loan there is no money because there has not been enough income. A whole chain of financial failures results. People are out of work, their buying power is cut down, fewer things are bought and sold. Money does not circulate.

In the 1850's Toledo's Michigan Southern Railroad overbuilt. This line had purchased the Erie and Kalamazoo and extended it to Chicago in 1852. Since the route to Chicago was not a direct one, the Air Line was begun in 1853. It was to connect with the first line at Goshen, Indiana, and thus shorten the distance to Chicago. Another reason for building the line was that the Michigan Southern hoped to keep the Wabash Valley Railroad from getting enough business to be successful. (The Wabash was, at that time, being built from Toledo to St. Louis.) This plan was not successful and the Michigan Southern itself went bankrupt.

The city of Cleveland also overbuilt its railroad to Pittsburgh. Money had been borrowed from the Ohio Life Insurance and Trust Company of Cincinnati, which was the largest bank in the state. When the Cleveland road could not pay back the money on time, the bank failed and started a chain reaction of disasters which added to the "hard times" and the Panic of 1857.

Early Railroads Were Not As Popular As Canals and Steamboats. Early railroads did not enjoy as much popularity as did the canal boats and steamships. Some people felt that the railroads did not really help the population at all. The tracks were not available to private vehicles as were the canals and highways. It was said that the railroad and its passengers took away much and left little in the community. The only stops made were to refuel. People did not stop and spend money as did canal passengers. Sparks from the engines set fire to the grass and burned woods and fences as well as crops, causing all sorts of trouble. The trains also ran over and killed stray cattle and hogs. It was even charged that the railroads were the tools of Wall Street and useful only to big business and New York financiers. Ordinary folks thought that there was nothing romantic about railroads; they were dirty and dangerous. Steamships were much more glamorous. The railroads had not yet come of age.

VOCABULARY

- | | |
|-------------------|--------------------------|
| 1. artesian well | 5. cutthroat competition |
| 2. ballast | 6. gas jet |
| 3. chain reaction | 7. sink hole |
| 4. culverts | 8. tools of Wall Street |

THINGS TO REMEMBER

1. In early times why did the railroads and steamship lines work together?
2. What was the purpose of the first railroad in Northwestern Ohio?
3. What were some of the difficulties of building and operating the early railroads?
4. What effect did the railroads have on the young city of Toledo in the mid-1800's?
5. Of what importance was the Middle Ground in Toledo in the earlier days of the railroad?
6. What mistakes were made by the people who were interested in building railroads?
7. Why were the early railroads not as popular as canals and steamboats?

CHAPTER 4

Ohio's Constitution Is Changed

In 1802 when the state constitution was made, Ohio was a state of rural communities. Travel was difficult and people favored small counties. As time passed and the population increased, more people became interested in commerce and industry. The state constitution no longer fitted the needs of the citizens of Ohio. Attempts were made to call a constitutional convention, but it took a two-thirds vote of both houses of the legislature plus a special vote of the people to have one. It was never possible to get a convention by this method. There was no way of adding special amendments to the constitution.

Meanwhile many bad practices had grown up in the state government. Corrupt politicians, who were more interested in themselves than the welfare of the state, would organize campaigns to create new counties. According to the Constitution of 1802 new counties could be as small as 400 square miles. The people in the new counties were supposed to send to the legislature men who would vote with the party that made the county. When the new counties were created there was a whole set of new offices to be filled by the ambitious politicians. This was called "log-rolling" from the frontier habit of the pioneers who did one another favors in helping to build their cabins.

Another bad practice was called "gerrymandering." This was used to keep a political party in power. This was done by changing boundaries of representative districts so as to get more votes. In sections where the party in power was strong, the area was divided into many small districts to get more representation. Where the opposition was strong, there were only a few large districts, with much less representation. Political leaders seemed to have forgotten about the duty of citizens to serve their state honestly.

Finally, in 1849, the legislature and the people of Ohio voted to call a constitutional convention to plan a new set of laws somewhat more suitable for the state. The convention met in Columbus in 1850 and in Cincinnati in 1851. It prepared a new constitution which was ratified by the people.

Business and banking were benefitted by the new laws. Charters for business and other organizations were granted by the office of the Secretary of State and not by the legislature as before. All property was taxed by the same laws. This made it possible for business property to pay a fair share of taxes, thus relieving the farmers from being overly burdened. The state was forbidden to borrow money for such things as canal or railroad building.

No new counties could be made without the consent of the counties whose border lines would be changed. This stopped the making of a lot of new ones. The office of Judge of the Court of Common Pleas was made elective instead of appointive by the legislature. The people also chose other state officers. These changes cut down "log-rolling". "Gerrymandering" was stopped by using a more proportional system of representation throughout the state. Districts had representatives more strictly in proportion to the population.

In the new constitution a provision was made by which laws could be changed to meet changing conditions. The people were to vote every twenty years as to whether they wanted to have a convention to change the constitution. Special amendments could be added any time by a three-fifths majority vote of both houses of the legislature plus the approval of the people in a state-wide election. A special convention could be called by a two-thirds majority of both houses of the legislature followed by the approval of the people in a state-wide election.

These provisions in the new state constitution made it possible to keep up to date with changing conditions. It was a great improvement over the old set of laws which, although very democratic, could not change to meet new conditions of living.

VOCABULARY

1. corrupt
2. gerrymandering
3. charter

THINGS TO REMEMBER

1. What changes in living made it necessary to rewrite the Ohio Constitution?
2. What important changes were made?

UNIT ACTIVITIES

1. Draw a plan of, or make a model of, the canal which went through Northwestern Ohio.
2. Make a series of sketches of canal boats. Paint a picture from one of the sketches.
3. Write a letter describing a journey by canal boat from Toledo to Cincinnati.
4. Paint a picture of the **Walk-in-the-Water** when it was at the mouth of Swan Creek.
5. Make a chart of some of the changes in lake ships in the middle 19th century. (Use **Lake Port** for reference.)
6. Picture Toledo harbor with lake ships at dock.
7. Dramatize launching day for one of the Toledo-made ships.
8. Give an account of the celebration at the time of Captain Phett's retirement.
9. Collect pictures or make a series of sketches of early railroad trains.
10. Write in journal form, an account of a stay at the Island House in the Middle Grounds in Toledo.
11. Draw a poster showing a time-table of canal boats, leaving and arrival, and cost of the trip.
12. Plan a dramatization of people asking about a trip by canal boat. The agent could be asked about price of trip, time it would take, stop-overs, food, and dangers.
13. On a map of Ohio show the canals and important cities.
14. On a map of Toledo draw in red the early canal route, and in blue the early rail lines.

15. Make a transportation mural of Northwestern Ohio.
16. Have the class keep a scrap book, each member to contribute something to the book about this period of Ohio history.
17. Draw a picture of canal locks.
18. Report on the size and cost of canal boats. Include both packet and freighters.
19. Arrange a debate by which people of a community will decide whether or not the canal will go through their town.
20. Have a group sing some of the songs of the early canal and railroad days.
21. Write a newspaper article about an early train ride.
22. Discuss the panic of 1857 and the reasons for it.
23. Give a report about the construction of the roadbeds of the railroads.
24. Make a bar graph showing the production of wheat and corn in the years 1850, 1860, and 1870, from Toledo Port.

BOOK LIST

Best, A., **Lock Her Through.**

Carter, C. F., **When the Railroads Were New.**

Downes, R. C., **Canal Days.**

Downes, R. C., **Lake Port.**

Harlow, A. F., **When Horses Pulled Boats.**

Henry, R. S., **Trains.**

Holland, R. S., **Historic Railroads, Secret of Blennerhasset.**

Hopkins, C. E., **Ohio, the Beautiful and Historic.**

Irvin, A., **Paddle Wheels and Pistols.**

Pryor, Wm. and Helen, **The Steamship Book.**

Taylor, Florence, **Towpath Andy.**

VISUAL AIDS

1. Development of Transportation—Railroads and Roads (film with sound).
2. Flatboatmen of the Frontier—Ohio Valley (film with sound).
3. Freight Train (film with sound).
4. Great Lakes (film with sound).
5. Steam Engine (film with sound).
6. The Steam Locomotive (film with sound).
7. Transportation—Before 1860 and After 1860 (slides).

Unit 6 **Lucas County Supports the Union as the Nation Divides and Unites**

As the middle of the 19th century drew near, the people of Lucas County continued to prosper. In fact, things were going well for almost all of the people of Ohio. Business was increasing and trade was brisk. The farmers of Ohio had markets for their produce since they raised a great variety of things to supply the people of the cities.

CHAPTER 1

Differences in the Development of the North and South

In general, the whole northern section of the United States was prospering. The population was also growing larger because there was work for many people, and the wages they received enabled them to buy what they needed.

The South was developing differently. Great plantations required the services of many Negro slaves. Only a few products were grown; cotton was one of these and was, by far, the most important of all. Tobacco was another valuable article of trade. Because these products took a great deal from the soil and put back nothing, the South needed new land as the old gave out. More slaves were needed to work in the fields. The fertility of the plantations declined because the owners had to put so much money into buying slaves and supporting slave families. Farmers in the North did not waste their money this way.

Struggle For Power In Congress. In Congress there arose a struggle for power between the North and South. In the Senate both areas were equal because there were two senators from each state. For quite a while the number of slave states and free states was equal. The North, being so much larger in population, resented this equality.

There was resentment in the House of Representatives also. Even though the North was more fairly represented, it was felt that the South still had more representatives than it deserved. Northerners pointed out that the South did not allow the slaves to vote. However, five slaves were counted as three when the number of

representatives for each southern state was figured. The North felt that this was unfair. The South, with a smaller voting population, had more representation than the North felt they should have. With the help of northern Democrats, the South, which tended to be Democratic, could control Congress and the election of the President of the United States.

Our People Become Involved in the Slavery Problem. The people of Northwestern Ohio were very much interested in this struggle for power. Jesup W. Scott, when he was editor of the **Blade**, kept everyone in the area well informed. Scott claimed that the South was being controlled by a small group of influential slave holders. He pointed out that Virginia, with about a third as many voters as Ohio, had twenty-three representatives to Ohio's twenty-one.

Disapproval of the Extension of Slavery. When Texas was annexed to the United States in 1845, Mr. Scott wrote of the event which he called "the Texas Iniquity". He and many others believed that the South planned to divide Texas into several smaller states and so increase southern representation in Congress. It seemed to be a great extension of slave territory.

When the Mexican War occurred in 1846-48, many northern people thought it was a plot on the part of the South to gain more land to which slaves might be taken. Jesup Scott was one of those who held that belief. He said that we could be constantly getting into wars if the South continued to gain land in that way.

The Kansas-Nebraska Act of 1854 opened more land to slavery. A deal was made in Congress by which southerners would be allowed to bring slaves into these territories if southern Congressmen would vote to establish territorial government in Kansas and Nebraska. (A new railroad was expected to be built from Chicago to San Francisco through the territories.)

Many northerners disapproved of the deal because they felt that it was undemocratic. It seemed as if the greater part of the United States was being opened to slavery against the wishes of the northern area which had twice as many people and seven-eighths of the large cities. In Toledo it was pointed out that in Ohio alone there were more children in public schools than in all of the South. There was more opportunity in the free North. Therefore, people must prevent the spread of slavery and the rule of a few southern people. Even though the people of the northern states protested, Congress passed the Kansas-Nebraska Act in 1854.

Plans For a New Political Party. Soon after this happened, plans were made in most of the northern states to hold conventions where people might talk about forming a new political party. In Ohio a convention was to meet in Columbus the middle of July of 1854. Ahead of that date there were meetings in each county to choose delegates to attend the Columbus convention.

In Lucas County there was a meeting at Maumee to choose delegates for the July meeting. A set of resolutions was also written. These declared that: (1) the rule of a few powerful men must be destroyed; (2) no more territory should be opened to slavery; (3) Congress and the President should have less power; (4) the people should have the power to remove Congressmen from office by popular vote.

Columbus Convention. At the Columbus convention which began July 13, 1854 the delegates approved the new "Anti-Nebraska Party". The name "Republican" was not then used. The delegates returned to their own counties and so influenced the voters that all of their candidates were elected in the autumn elections. The citizens of Lucas County district overwhelmingly elected Richard Mott, a Quaker. In Toledo not a single ward went Democratic in 1854.

Ohio took the lead in turning the Anti-Nebraska Party into the Republican Party. The name was a good one since it means a government by representatives of the people. In 1855 Salmon P. Chase, who had been a senator from Ohio, became the first Republican governor of the state. Many other states started working to make the Republican Party a national organization.

The undemocratic actions of the South in Kansas helped the growth of the Republican Party. When the Territorial election was held in Kansas, many residents of Missouri crossed over into Kansas to vote for slavery and then went back to their home state. What was even worse, they bragged about these illegal acts. The great issue became, "Freedom or Slavery", "Government by the people or government by a powerful few."

In 1856 the Republican Party ran John C. Fremont for President, but he was defeated by the Democratic candidate, James Buchanan. However, Ohio, including Lucas County, voted for Fremont. The people of Ohio were deeply concerned with this struggle for greater democracy.

Many Ohio Citizens Sympathized with the Slaves. John Brown, who lived in northeastern Ohio, had been very active in his efforts to help

the slaves. In 1859, when the government of Virginia captured and hanged him, he had begun a campaign to free the slaves. He had stolen guns and ammunition from the government arsenal at Harpers Ferry in Virginia. He wanted these guns to defend slaves who sought to be free. There were various opinions about him. Some folks thought that he was a martyr for a great cause, while others felt that he had been very foolish. The leading newspapers in Toledo took opposite views on the matter. The **Blade** sympathized with Brown while the **Herald and Times** was against Brown's methods of trying to help the slaves.

In Lucas County the people were becoming more and more aware of the desperate efforts of the slaves to escape. When slaves ran away, they often came through Ohio because it was a short cut from slave territory into Canada.



On the Underground Railroad.

Underground Railroad. The Underground Railroad was an organization to help slaves on their way north. One of the greatest leaders in this movement was Levi Coffin, a Quaker, who lived in Cincinnati. He made plans for taking care of runaway slaves, found places for them to stay, and sometimes hid them in his own home. He would then send them to other parts of Ohio where there were other stations of the "railroad". One of these stations was in Rip-

ley at the home of Joseph Morris who was also a Quaker. The Morris home was full of false partitions and windowless rooms where slaves were hidden.

Many of the runaways passed through Toledo on their way to Canada. A group of men were always ready to help the Negroes on their way. Different kinds of disguises were on hand to be used in aiding slaves to elude their pursuers. Richard Mott had a room in his house on Jefferson Avenue near the Maumee River. This hiding place was used often but known only to a few Toledoans. Other men had horses and wagons or sleighs ready to take fugitives to the lake where boats waited ready to take them to Canada and freedom. There were several points along the lake where escape was possible.

It was the custom not to give help to the slave catchers. Once an agent for a Kentucky slave holder did catch a runaway slave in Toledo. The chained slave was placed in a back room of a hotel. The slave had been beaten so the agent was arrested and taken before the Justice of the Peace. While this was happening, the Negro was freed by a group of men who sent him on his way to Canada. All of this was illegal, but the people of Toledo would not aid in the capture of the slaves.

Lucas County Helped Elect Abraham Lincoln President. In 1860 when it was time to elect a new President of the United States, the South was very radical on the slavery question. They demanded that slavery be protected in all of the western territories. Most of the northern Democrats believed that the question of slavery in the territories should be decided by the residents in those areas.

Stephen A. Douglas and Abraham Lincoln had debated the idea. Douglas became the Democratic nominee for President in the North. The southern Democrats chose John Breckinridge as their candidate. Thus the Democratic party was split and weakened. The Republican candidate was Abraham Lincoln. A fourth nominee for the presidency was John Bell who was supported by those who wanted a compromise between the North and South.

The Republicans of Lucas County put on a spirited campaign for Abraham Lincoln. They built an assembly hall at 166-172 Summit Street and called it the **Wigwam**, after the Convention Hall in Chicago where Lincoln had been nominated. Torchlight processions marched zig-zag fashion down the street as a reminder that Lincoln had been a rail splitter. (The zig-zag was supposed to recall a split-rail fence.) The marchers wore glazed caps and oilcloth capes and presented a very neat appearance as they followed the

brass band down the street. The Democrats thought this was “tom-foolishness”, but, when the election was held in Lucas County, Abraham Lincoln won by a large majority. He was the successful candidate in the 1860 election in the United States, and became the new President-elect of the United States.

Secession of the South. The South felt that the only thing left was secession. Slaves cost so much that there was no money left to improve the soil of the plantations they already had. The only hope of many plantation owners was to move to new land. If there was to be no new land, as Lincoln said, then the South faced financial ruin.

The North thought that the South was bluffing. The newspapers of Toledo held that view. They soon found out that the situation was serious. Some Toledoans believed that a compromise could be worked out by making changes in the U.S. Constitution. But when Fort Sumter, a government fort in South Carolina, was fired on, it was too late for compromise.

The political parties of the North forgot their differences and pledged their support to Abraham Lincoln and the Union. The rival newspapers in Toledo urged that everyone forget party differences and prepare to defend the Union.

VOCABULARY

- | | |
|--------------|-------------|
| 1. arsenal | 4. iniquity |
| 2. bickering | 5. radical |
| 3. elude | |

THINGS TO REMEMBER

1. Why was there a struggle for power between the North and South?
2. What difference was there between the ways the North and South figured their representation for the House of Representatives?
3. What part did Lucas County have in forming the Republican Party?
4. How did the people of Lucas County and Toledo help the slaves?
5. In Lucas County what was the result of the first Republican campaign for Abraham Lincoln?

CHAPTER 2

The Civil War As It Affected Northwestern Ohio

During the Civil War the people of Lucas County proved their loyalty to the United States. It seemed wrong to the northern half of the country that a small group of southern men could so influence all of the southern states that they would try to secede from the Union. That was certainly not the way a democracy should work.

Before the election of Abraham Lincoln the minority of the citizens of the United States had accepted the decisions made by the majority. If a minority group of states was to secede from the Union when it could not have its own way, it would show that democracy was a failure, and that the people of the United States were not able to govern themselves. Not only the President but also most of the inhabitants of the North were determined that the Union should be preserved.

Lucas County Troops Fight in Many Campaigns. In April of 1861, when war was declared, there was a call for young men to enlist. The cry was, "Young America to the Rescue". The finest young men of the country joined the army. They thought it would be a short war, but it turned out to be years of drudgery and then death for many a youth.

Toledo soldiers were in the first battle of the war. At Phillipi in June, 1861, in western Virginia, local boys helped defend the border regions. The 14th Ohio Volunteers, a Toledo regiment, whose commander was Colonel James Steedman, (later General Steedman) assisted in clearing the rebels from western Virginia and later did the same service in eastern Kentucky. The 27th Ohio Regiment helped Colonel John Fuller (later General Fuller) defend the Union positions in Missouri. The border actions in the East made it possible for the Baltimore and Ohio Railroad to serve the North.

In 1862 the 14th Ohio Volunteers buried their dead on the battlefield at Shiloh in Tennessee. The South fought back and continued to resist for a long time. In Virginia the 67th Ohio Volunteers, a Lucas County regiment, were a part of the "On to Richmond" movement. They expected a quick victory, but Confederate General Thomas J. (Stonewall) Jackson made that impossible. Before the fighting in that area was over, he had even threatened Washington. Thus, after a year or so, people began to realize that the war would be long and terrible.

Battle after battle was fought. An enormous number of lives was lost in some of the bloodiest battles. Antietam, Fredericksburg, Chancellorsville and Gettysburg became the final resting places for scores of local boys. The men often fought until the cannon blew apart. At Gettysburg, in Pennsylvania, when the three-day battle closed, the living, being totally exhausted, slept among the dead. It was a costly victory for the North.

Some of the Lucas County men were taken prisoner and spent time in southern prisons. Food and living conditions in Libbey Prison were so bad that some of the men died. The chief occupation of the men in these prisons was planning how they could escape.

The Negroes from Toledo were a part of the 28th Colored Regiment of which Garland White was chaplain. He wrote home that, when Richmond surrendered, General Grant gave this Negro regiment the honor of being the first to march into the city.

The People at Home Help Too. The families and friends of the soldiers wrote letters to them and sent them packages of food and clothing. The men in prison were especially grateful because they never had enough to eat.

Groups of women met to roll bandages and prepare lint for use in caring for the wounded. Lint was made by pulling apart old linen. It took the place of cotton which, of course, was hard to secure at that time. Women, children, and old men did the farming and kept business going while the men were away fighting.

Battle flags were made by women's groups and presented to the troops as they left for the various camps. The flag was taken into battle, and, as often happened, if the flag bearer were shot down, the banner would be seized by someone else and carried on. Later, riddled with bullet holes, blood stained and torn, the flag would be returned to the group which had given it. The banner was placed in the Town Hall or some other public place where it was regarded as a symbol of bravery and sacrifice, a tribute to the men who had given their lives in the service of their country. The battle flag of the 67th may still be seen in the museum at the Toledo Zoo.

Copperheads. There were some people in Ohio who thought it would be better to stop fighting and let the South go. These were the Copperheads whose leader was Clement L. Vallandigham. In 1863 he ran for governor of Ohio on the Democratic ticket. The soldiers in the Union Army considered that Vallandigham and the rest of the Copperheads were traitors and wrote home that the voters must keep these people from getting into power. Vallandigham's opponent,



Battleflag of the 67th Ohio Volunteers.

John Brough, was elected by a large majority both in Toledo and Lucas County and in the state at large. President Lincoln was overjoyed at Vallandigham's defeat and said, "Ohio has saved the Union".

Raising Troops. Army pay was \$13 a month, which certainly was not attractive to young men. A plan was worked out whereby each new recruit received a bounty of \$400. This money was usually left with the parents of the young soldiers. Money for the bounty payments was raised by committees from local residents. When there were not enough volunteers, men had to be drafted. Men could escape the draft by paying \$300 for substitutes.

Miscellaneous.

SUBSTITUTE WANTED
A LIBERAL PRICE will be paid for a good substitute by
 J. K. SELLER
 114 Summit St.
 July 19th

New Advertisements.
SUBSTITUTE WANTED.
A GOOD and acceptable Substitute is wanted, who
 may select his own branch of the service. Ad-
 dress, "O," Blade Office.
 July 16-18th.
SUBSTITUTES WANTED.
A LIBERAL BOUNTY will be paid for two substi-
 tutes. Enquire at Olmsted, Jones & Lavelle's
 store, 96 Summit Street.
 ditto

Miscellaneous.
Do You Want a Substitute?
A ADDRESS, with price,
 apr 26th.
 DRAWER "E,"
 East Toledo, O.

RECRUITS WANTED
 THE undersigned has received authority to
 Brought to recruit for the Volunteer Infan-
 try to serve one, two or three years.
BOUNTY:
 One Year..... \$16.00 per month, Clothing and
 Two Years..... \$32.00 per month, Clothing and
 Three Years..... \$48.00 per month, Clothing and
 making with Bounty for one year an equiva-
 lent **OVER SIX HUNDRED DOLLARS.**
 Now is the time to become the draft.
 Exemption by paying \$300 is repealed.
 Headquarters corner Monroe st., over P. O.
 Store. **HENRY C. ROEMER**
 aug 21st. 9d Lieut and Recruiting Officer

New Advertisements.
Who Wants a Substitute!
A LIBERAL BOUNTY expected. Address with price,
 W. S. W., care M. S. R. R.
 ditto

New Advertisements.
SUBSTITUTE WANTED.
 aug 10th.
 E. HUSSELL, No. 1, Hartford Block.

WANTED.
A Representative in the Army.
I WANT a young man of liberal education, between
 seventeen and twenty years of age, to go into the
 army as my representative. One who understands
 civil engineering preferred.
 To a young man with the requisite qualifications,
 who wishes to go into the army, I think I can make
 such a position very desirable.
 Persons wishing further information will please
 apply in person or by letter. **J. M. ASHLEY.**
 Toledo, August 3-4th

Civil War Draft and Bounty Advertisements in the Toledo Blade.

Money for carrying on the war was raised by income taxes, tariffs, and by the sale of bonds. During the Civil War government bonds had a high interest, some as high as 7.3%. Many people felt that it was unfair that the taxpayers had to provide money to pay such a high interest rate.

Banks which bought large quantities of bonds received special privileges or favors from the United States Government. These institutions became National Banks and were excused from paying the 10% annual tax on paper money that was levied on State Banks. This gave the National Banks more business because they had a monopoly on the issuing of money. Toledo had four National Banks.

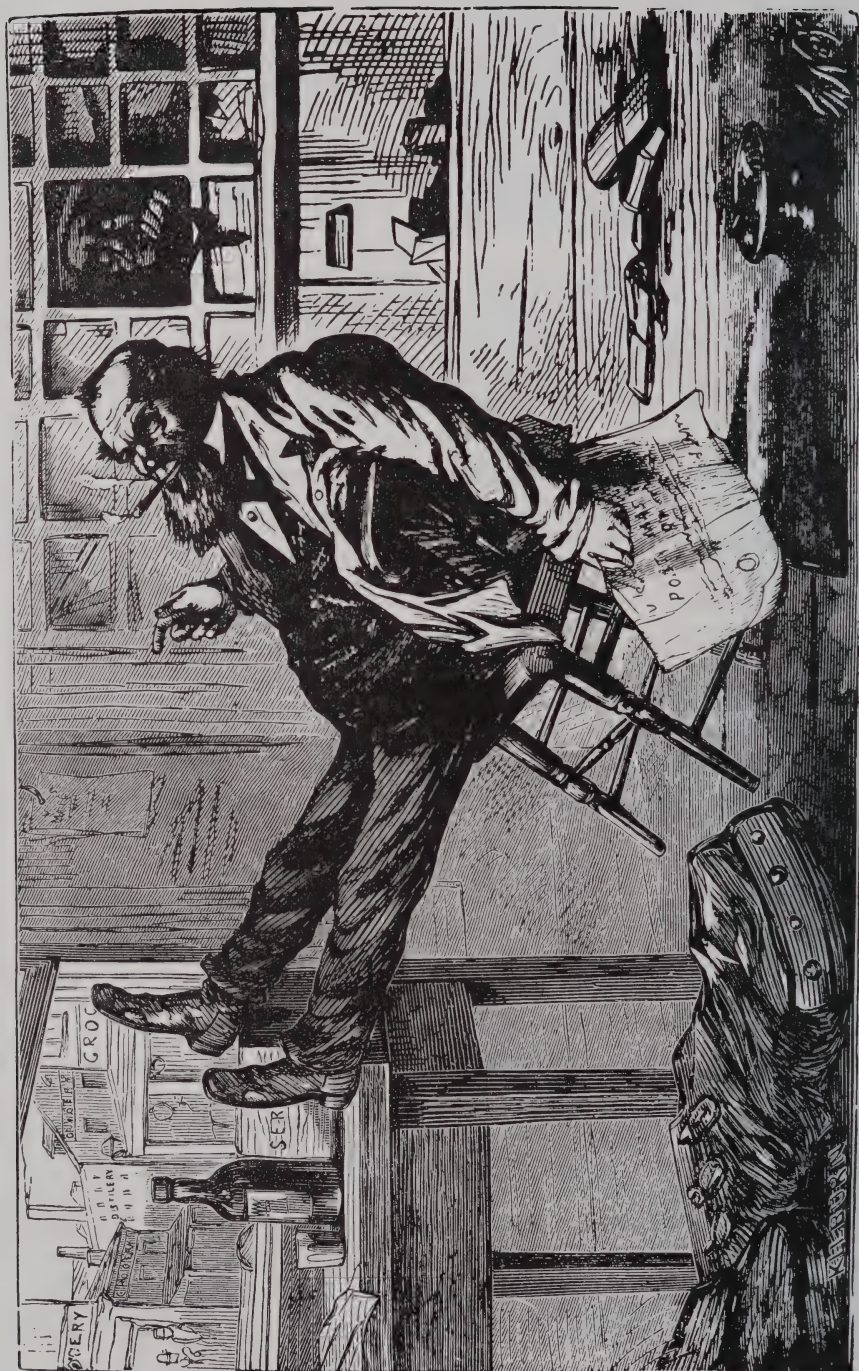
The Mississippi Blockade Increases Toledo Trade. The Mississippi River was blockaded by the Confederates until July, 1863. For a long time the port of New Orleans was closed to northern farmers. These men turned to Chicago and Toledo as outlets for millions of dollars worth of exports. From 1860 to 1862 exports of flour through Toledo increased from 796,011 barrels to 1,547,961 barrels. Wheat exports, which in 1860 were 5,035,770 bushels, had grown to 9,902,282 bushels in 1862. England needed the grain badly.

Before the war England had imported large quantities of cotton from the South. The southern traders hoped that England would try to keep trading with the South for cotton. But the need for food was greater than the need for cotton. So England continued to import grain from the North. England called all grain "corn". Cotton, which the South had regarded as the "King" of exports was replaced by "King Corn". Toledo profited greatly by the change. Morrison R. Waite called this to the attention of Toledoans in a speech during October of 1862.

Timber Shipped From Toledo Port Helped the Navy. The United States Navy needed fine oak timbers for building ships. The forests of Michigan and northern Ohio were able to supply such lumber. In Ohio oak was obtained from forests near Oak Harbor. The timber was sent by canal boat and lake ships to New York. Lake shipments of lumber in 1864 were 3½ times what they had been in 1860. It was said that the first war craft built in New York, after war was declared, was constructed of Toledo timber.

The Nasby Letters. Northwest Ohio became a source of propaganda for the Union cause. David Ross Locke was the editor of the *Hancock Jeffersonian*, a newspaper in Findlay, Ohio. In 1862 Locke wrote and began publishing letters from "Petroleum Vesuvius Nasby", a make-believe character who was a rebel sympathizer. Nasby was a very mean and cowardly creature and people who read the Nasby letters got the idea that all southerners were like that. Through these letters Locke was able to inform the North of the activities of the leaders of the South and expose disloyalty. The evils of slavery were explained. The Nasby letters made the people realize that the North must put forth every effort to preserve the Union and end slavery in the United States. Abraham Lincoln loved to read the Nasby letters and considered that David Locke was a great genius. In 1865 Mr. Locke became editor of the *Toledo Blade*.

The efforts of everyone in Northwestern Ohio were directed toward helping to win the war. When the conflict was ended, honor was paid to the returned heroes and monuments were put up to honor



Petroleum Vesuvius Nasby — from David Ross Locke,
"The Life and Struggles of Petroleum V. Nasby."

the dead. Organizations were formed to help those men who, in some way, were war casualties. Some of these clubs were named for Toledoans and Lucas County boys who had died in the service of their country. The first veterans' group of the Grand Army of the Republic to organize in the County named their organization "Forsyth Post No. 15". This was in honor of Lieutenant G. Duncan Forsyth who was one of those who did not return.

After the war had ended, a period of reconstruction of the South began. In this, too, local citizens played an important part.

VOCABULARY

- | | |
|-------------------------------|---------------|
| 1. bounty | 4. propaganda |
| 2. campaign | 5. riddled |
| 3. Grand Army of the Republic | |

THINGS TO REMEMBER

1. In what military organizations were the men of Northwestern Ohio? In what campaigns did they take part?
2. How did the folks at home help during the Civil War?
3. Who were the Copperheads?
4. How was the Civil War paid for?
5. In what ways did Toledo profit from the Civil War?
6. What was the purpose of the Nasby Letters?

CHAPTER 3

Men From Lucas County Have a Part In the Reconstruction of the South

After the end of the Civil War the citizens of Northwestern Ohio still kept their interest in the Negro question. Three Toledo men took part in the nation's efforts to restore peace.

John Eaton, Jr. John Eaton, Jr. began his work with the Negroes before the end of the war. He had been Toledo's second superintendent of schools, in the 1850's, and later he became chaplain of the 27th Ohio Regiment which served in Missouri. (The 27th was a Northwestern Ohio outfit.) In 1863 General Ulysses S. Grant appointed him Superintendent of Freedmen in Tennessee. During the

remainder of the war and for several years afterward, Eaton worked with the Negroes. He supervised the gathering of these people into camps and found jobs for them as servants, road builders, and stevedores. He also showed them how to grow food for the army.

John Eaton, Jr. believed that Negroes should receive a practical education which would enable them to live as free men ought to live. He taught them to work, save money, have farms, go to school, and be good citizens. Toledo was very proud of the fine work of John Eaton, Jr. His work became a part of the Freedmen's Bureau which the United States Government established to look after the Negroes when they were no longer slaves.

James M. Ashley. Another Toledo man, James M. Ashley, became well-known in quite a different way. Ashley was a Congressman who took a radical view concerning the southern question. He wanted the southern leaders punished, imprisoned, banished, or even hanged before the rebel states could again take part in the governing of the United States. Ashley was the author of the 13th amendment to the U.S. Constitution abolishing slavery.

Ashley also led a movement to impeach President Andrew Johnson who had taken office when Abraham Lincoln was assassinated. Johnson's policies were thought to be too favorable toward the South. Ashley even claimed that Johnson was an accomplice in the assassination of Lincoln in order to become president. When the matter came up in Congress, there were not enough votes to remove Johnson from office. The citizens of Toledo saw to it that Ashley was not re-elected to Congress in 1868. Many of them were very much ashamed of his radical actions.

David Ross Locke. David R. Locke, by means of the Nasby Letters, continued to keep the country informed about what was happening in the South. These letters were first published in the **Blade** and then republished in other newspapers throughout the country. He had "Petroleum Vesuvius Nasby" talk about the "black codes" which denied rights to the Negroes even though they were supposed to be free. He showed that the Negro was not allowed to go to decent schools, to vote, or to leave his employer if he owed the employer money. The Nasby Letters helped people to see that the Negro must be given equal rights with other citizens.

Business Problems Become Important. People soon began to turn away from the problems which had concerned the Nation after the Civil War. Everyone began to wonder what Congress was going to do about business affairs. In 1868 Toledoans were worried about

the harbor. Congressman Ashley had spent so much time on the slavery question and on trying to get President Johnson out of office, that he had done nothing about securing money for improving Toledo's shallow harbor. Ships were going aground and trade was being hurt.

When election time came, Lucas County voted for the Republican presidential candidate, General Ulysses S. Grant, but elected a Democrat for their Congressman. He was Thomas Hoag, a Toledo businessman. He was well aware of the necessity for improving Toledo's harbor, and Toledo citizens thought he might work for the good of the people at home.

The tariff was another problem which was being discussed. Republicans favored high tariffs as being good for business, while Democrats said that high tariffs raised the price of articles and were, therefore, undesirable. Republicans supported a National Banking system, but Democrats believed in state controlled banks.

The money question became a problem of party politics also. During the Civil War the United States Government had issued "Greenbacks" (paper money). These were not backed by gold. After the war the banks had bought up the Greenbacks at low prices. The Republicans thought that gold should be collected in the U.S. Treasury so that the Greenbacks could be "redeemed" with gold. The Democrats thought that if this happened, the banks would make an unfair profit. The people of Lucas County supported the idea of gold redemption. They felt that the United States Government should back up its paper money with gold so that money values would not be changing all the time. Lucas County supported the ideas of the Republicans for many years.

More and more the residents of Northwestern Ohio turned their attention to building up business interests. Their political ideas were those which favored the various business ventures that they were trying to develop.

VOCABULARY

- | | |
|---------------------|-----------------------|
| 1. business venture | 3. reconstruction |
| 2. impeach | 4. redemption (money) |

THINGS TO REMEMBER

1. What was the purpose of the work of John Eaton and others in his group?

2. What did James Ashley do during his terms in Congress?
3. How did David R. Locke let the Northern people know what was happening in the South?
4. What business problems of the Nation especially concerned the people of Toledo and Lucas County?

UNIT ACTIVITIES

1. Arrange an argument or a debate between the North and the South regarding the representation in the House of Representatives.
2. Do some research on the story of the beginning of the Republican Party and prepare a report to give to the class.
3. Prepare a dramatization of sending a slave north by means of the Underground Railway.
4. Put on a campaign to urge the election of Abraham Lincoln.
5. Make a series of drawings of uniforms of Union soldiers, especially those worn by local soldiers.
6. By means of an illustrated map, show where the soldiers from Toledo and Lucas County fought during the Civil War.
7. Make a picture or prepare a dramatization of a group of women doing war work during the Civil War.
8. Find copies of the Nasby Letters. Read some of them and choose one to read to the class, at least in part.
9. Try to find more about John Eaton's work during the Reconstruction period and prepare to tell the class about it.
10. Report to the class about the activities of James Ashley during the time he was in Congress.
11. Draw cartoons to illustrate differences between the two political parties.
12. Check **Toledo Blade** files and books of cartoons of this period. Compare these with the political cartoons used today.
13. Secure songs of the period. Indicate how they illustrate the emotions of the people about slavery and freedom.

BOOK LIST

Andrews, Mary S., **The Perfect Tribute.**

Ashley, Robt. P., **The Stolen Train.**

Bowman, D. W., **Pathway of Progress.**
Downes, R. C., **Lake Port.**
Hawes, Chas. B., **Great Quest.**
Howard, E., **North Winds Blow Free.**
Izant, Grace G., **This Is Ohio.**
Lamprey, Louise, **Days of the Leaders.**
Langdale, Hazel L., **Jon of the Albany Bell.**
Lavender, D. S., **Mike Maroney.**
Long, Laura, **Hannah Courageous.**
Nevin, E. C., **Underground Escape.**
Swift, H. H., **Railroad to Freedom.**
Washington, B. T., **Up From Slavery.**

VISUAL AIDS

1. Lincoln and the White House (film).
2. Land of Liberty III—1860-1890 (film with sound).
3. War and Peace (slides).
4. Johnson and Reconstruction (film with sound).

Unit 7 **The Machine Age Comes to Lucas County**

In the years which followed the Civil War the lower Maumee Valley became a part of a large industrial area. Men with ideas for new machines were able to find money to develop their inventions. Workers came to Lucas County because they heard that jobs were available. Farmers were able to supply much of the food needed to feed a growing city population. It required the cooperation of business men, farmers and workers for Northwestern Ohio to develop into a manufacturing district. Improved transportation facilities made it possible to bring in raw products and to send out the finished products to many parts of the United States of America and to foreign countries.

There was an enormous increase in population from 1870 to 1950:

	1870	1950
Toledo	31,584	303,616
Lucas County	46,722	395,551

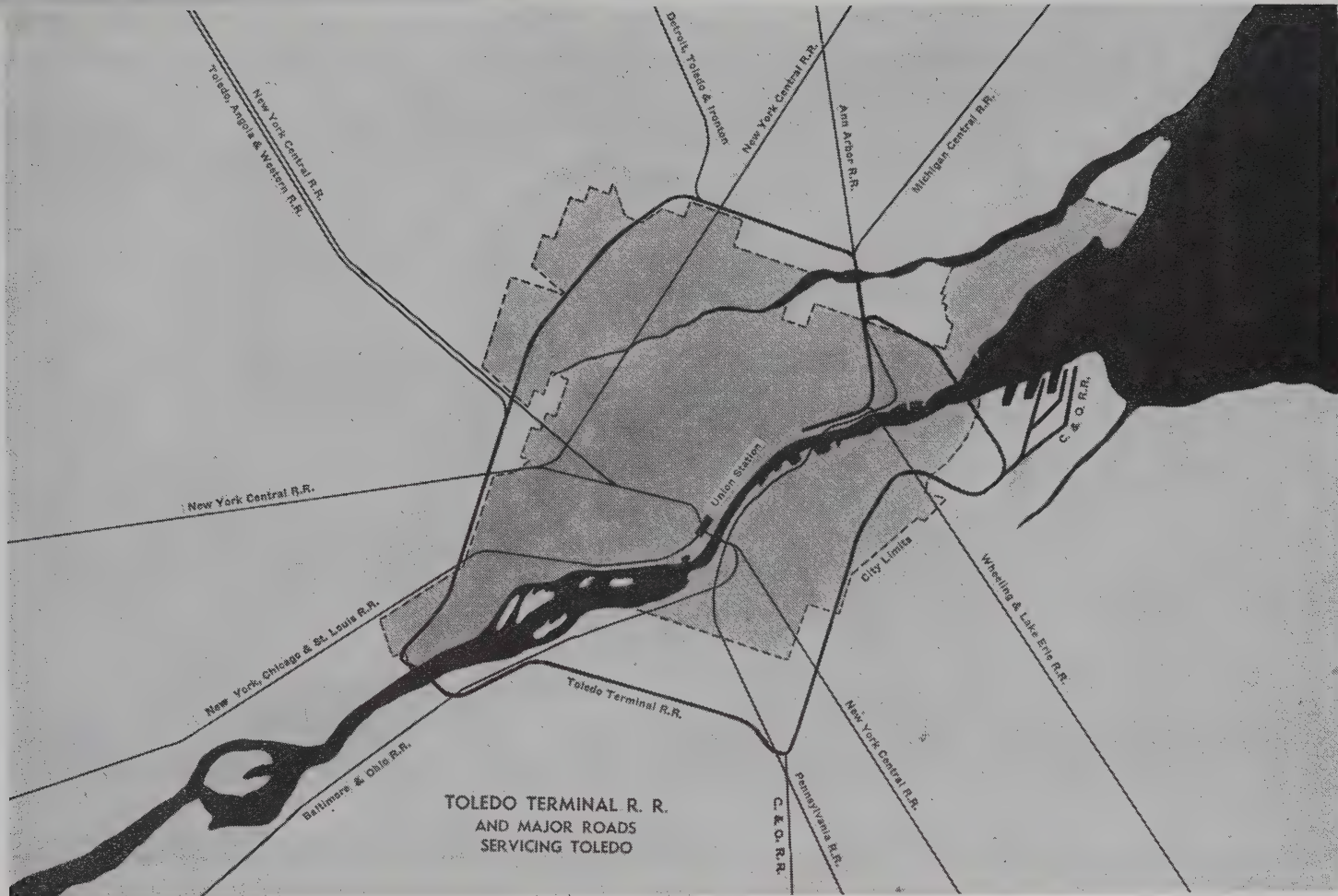
As a result of the great increase in population Toledo became many cities in one and a center for several different industries.

CHAPTER 1

The Growth of the Railroads and Lake Shipping

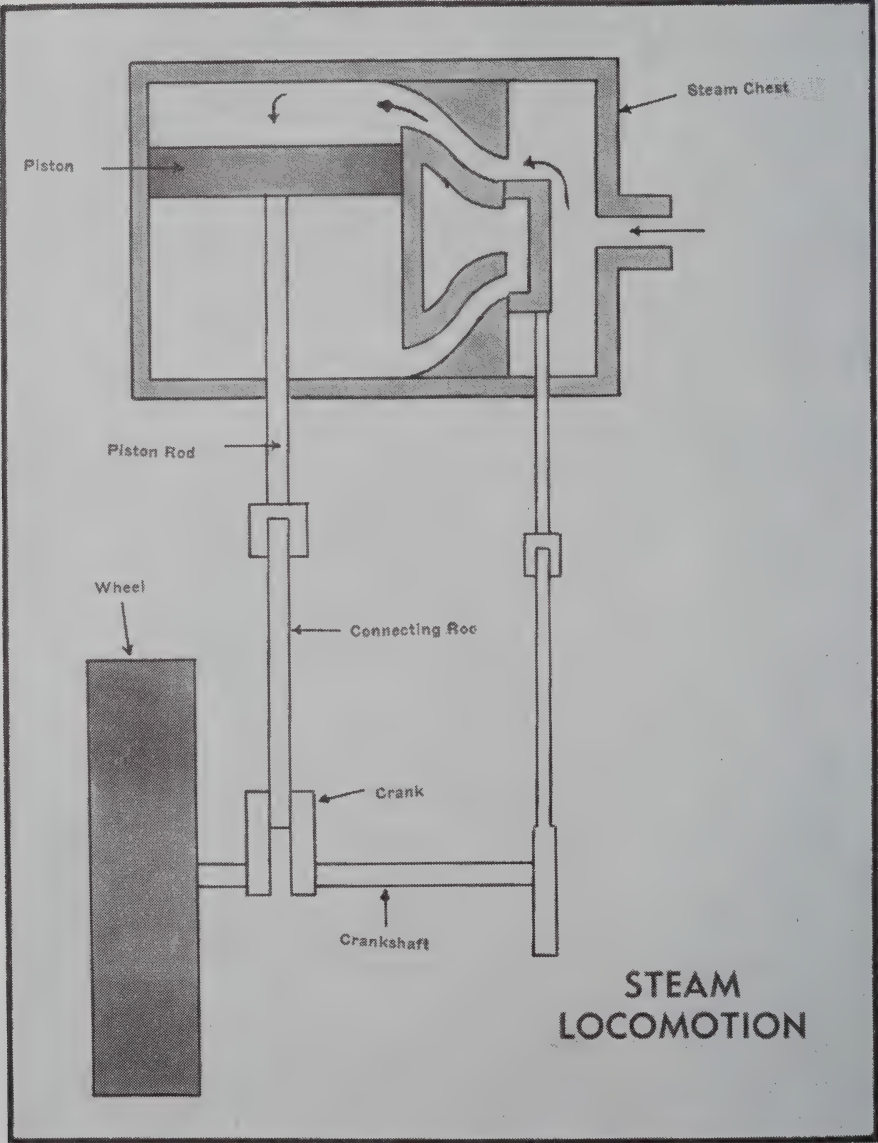
Toledo and the railroads grew up together. As new industries started, the railroads increased from short-line, lake-and-land systems to through-railroads, many of which could ship millions of tons of produce thousands of miles. Tracks were doubled and tripled, and sidings were added. These improvements enabled slow trains to get out of the way of fast passenger and freight trains that were going long distances. Automatic electric signals helped to keep the tracks clear for fast trains and increased the safety of railroad transportation.

Improvements in the Railroads. The use of steel aided greatly in the development of the railroads. Steel rails were ten times as long



as those made of iron. Wheels of the locomotives were shod with steel. Cylinders, pistons and fire boxes were likewise constructed of the same tough metal.

Locomotives were much improved. One improvement had to do with boilers. Instead of the old cylindrical type, there came into use a mass of tubes which enabled the heat to contact a much larger water surface. Cylinders and pistons were lengthened and enlarged. A new device, "the expansion cylinder", made it possible to make more efficient use of the steam. At each stroke of the piston the

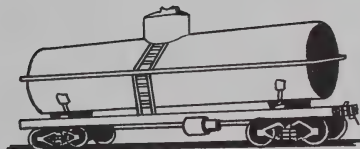


steam was automatically cut off to enable the steam, by its own expansion, to complete the stroke. When wood was replaced by coal as fuel, enough of it could be carried so that locomotives could go longer distances without stopping to refuel.

Among other improvements for the railroads were the Westinghouse air brakes by means of which all cars could be braked at one time. Thus the ability to stop more quickly made it possible for the trains to go faster.



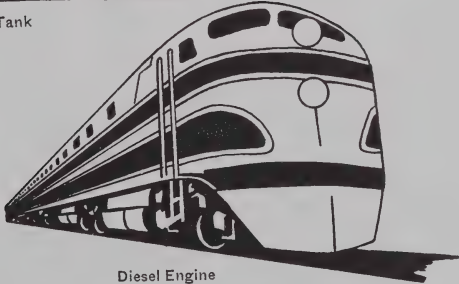
Box Car



Steel Tank



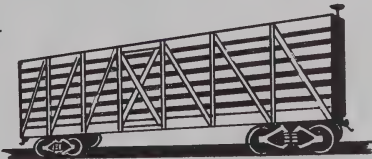
Pullman



Diesel Engine



Refrigerator



Stock Car



Flat Car

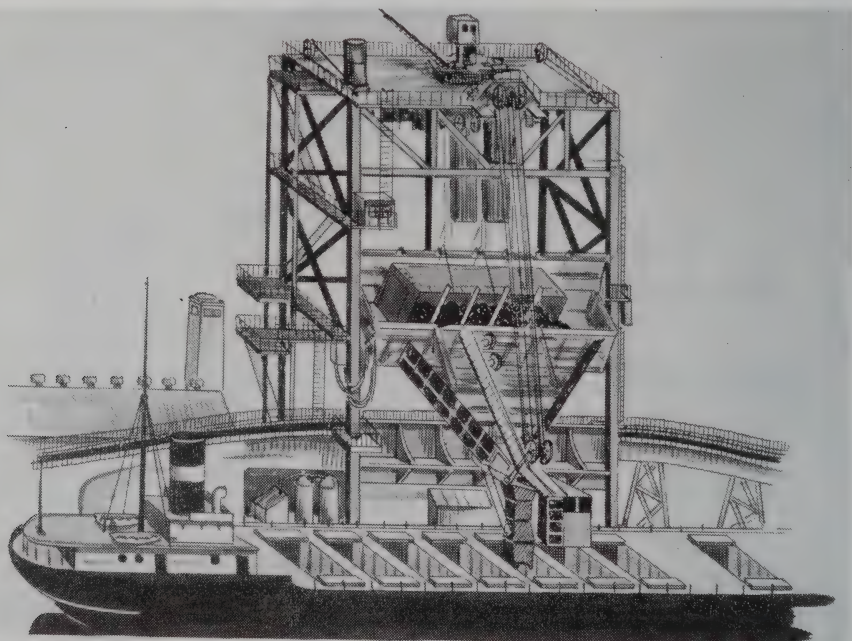
Types of Railroad Cars.

A great variety of cars made shipping of many kinds of products more profitable. There were livestock cars, tank cars, refrigerator cars, gondolas or coal cars. For passenger service there were dining and sleeping cars beside the regular coaches and parlor cars.

Distributing Centers. Airline Junction in south Toledo was one of several freight-distributing centers which saved a great deal of time in switching cars so as to move shipments of goods to and from industries. Another arrangement was the establishment of a Terminal Railroad which linked the industrial areas of the city and speeded up the distribution and pick-up of freight to all parts of town.

As more quarries were opened and better stone crushers were developed, larger amounts of stone for ballast were available. Railroading became safer as well as faster because the tracks and roadbeds were more solid.

Diesel Engines. The Diesel engine is a product of the 20th century. Diesels are cleaner, quieter, and more powerful than steam locomotives. The fuel used to run this new type of engine is a product of petroleum made especially for Diesels. The greater power and speed of these engines make them valuable in helping to solve modern transportation problems. The power comes from exploding the vapor of Diesel fuel within the cylinders at each piston stroke. The



A Brownhoist Coal Unloader.



A Brownhoist Pouring Coal into the Hold of a Ship.

(Courtesy Chesapeake and Ohio Railroad)

heat for the explosion comes from the compression of air, not from a spark plug as in automobile engines.

The Coal-Loading System. One of the most unusual developments was the coal-loading system which was worked out at the Toledo docks and railroad yards along the Maumee River. The old type of docks with pulleys, trucks and stevedores was unable to take care of the large amount of business in coal, ore, and grain transportation. A complex network of tracks and switchbacks was con-

structed to maneuver a carload of coal into position from which it was pushed up an incline into a steel archway called a Brownhoist dumper. The car was then raised and turned over so that the whole carload of coal poured into a chute which led to the hold of the freighter. This machine was named after the inventor, Alexander Brown of Cleveland, Ohio.

Bay Shore Docks. In 1930 a series of these docks and railroad yards was started along the Bay Shore on the East Side at the mouth of the Maumee River. When these installations were finished, several

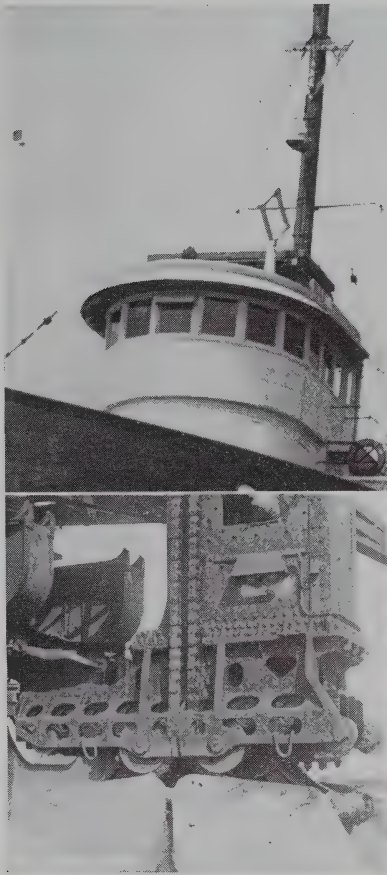


Panorama of Docks on Maumee Bay and River.

(Photo by Dr. Leonard Nippe)

railroads were enabled to load freighters there, including the Chesapeake and Ohio, the New York Central, and the Baltimore and Ohio. In 1950 at these docks, 26,062,486 tons of coal from southern Ohio, Kentucky, and West Virginia were poured into lake ships. A mile of lake front is taken up by docks. Toledo has become the largest coal-transfer center in the world. The docks are floodlighted and work goes on night and day. It is possible to dump 60 tons of coal a minute by means of a Brownhoist. It is cheaper to send coal to Detroit and other points on the Great Lakes by ship than by railroad.

There are also huge steel arches with scoops which unload iron



(Courtesy Toledo Port Commission)



(Courtesy Chesapeake and Ohio Railroad)



(Courtesy Toledo Public Library)

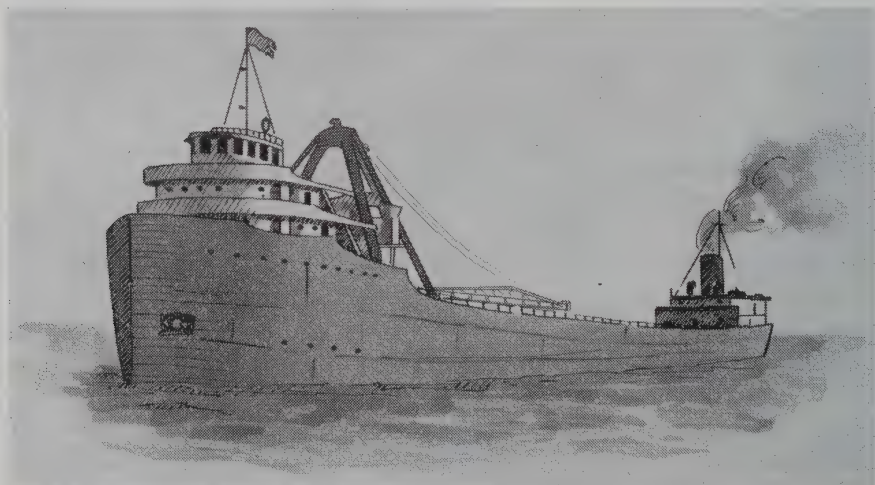
A Hulett Ore Unloader at Work.
Detail of the Bucket That Scoops the Ore from the Ship.
Detail of the Bucket Dropping Ore into a Freight Car.

ore brought down from mines in Michigan and Minnesota. These arches are called Hulett's and are named after their inventor, George H. Hulett of Conneaut, Ohio. The scoops reach into the hold of the freighter and pick up 17 tons of ore at a time. It takes only seven hours to unload a ship. The same superiority of lake ships over railroads is as true for ore as it is for coal.

Development of Lake Shipping. Ore and coal shipping enabled the lake shippers to adjust themselves to railroad competition. When the railroads developed into long-distance carriers of freight and passengers, the lake ships had to find different kinds of work to do. By making some changes, the ships became excellent carriers for iron ore and coal. Thus it was ore and coal-carrying that saved the existence of lake shipping.

Ore Deposits. Vast deposits of fine iron and copper ores were discovered in Michigan and in Minnesota not far from Lake Superior. Railroads were built from the mines to Marquette, Michigan and Duluth, Minnesota to take the ore to the lake shore where it could be loaded into ships. There are falls in the St. Mary's River where Lake Huron connects with Lake Superior. After the "Soo Canal" was built around the falls, lake ships could bring the ore all the way from the mines to the lower lake ports. The canal at Sault Ste. Marie has been developed to such a degree that it will take care of the heaviest ships that sail the lakes. So far, 2,500,000,000 tons of ore have been shipped from the Lake Superior region to the iron and steel mills of America.

Improved Lake Ships. Wooden ships were not strong enough to bear the enormous weight of the ore and coal. Hence a new type



An Ore Carrier.

of all-steel lake freighter was developed. Because of the narrow locks and shallow harbors, shipbuilders constructed long, narrow ships which were not very deep. The **Wilfred Sykes**, for instance, is 70 feet wide and 37 feet deep, but 650 feet long. It is able to carry 22,000 tons of ore.

The cost of shipping ore and coal by lake ships is greatly reduced by the use of the triple-expansion engine. This permitted the exhaust steam to be turned into a second and a third cylinder to do more work. A newer development is the use of turbine in which the steam expands against a fanlike wheel and causes it to revolve. This is more efficient than for the steam to expand in the piston of a cylinder. In either case the motion of the piston or turbine is transferred to underwater propellers which drive the ship forward. More and more ships are run by Diesel engines.

Shipbuilding in Toledo. Many fine ships have been built in Toledo. The Craig Shipbuilding Company started in 1889. In 1905 John Craig sold out to the Toledo Ship Building Company. This organization later became a part of the American Shipbuilding Company which has yards in many lake ports. One of their specialties has been car ferries which transported freight across Lake Michigan and Lake Erie. During the two wars ships of various kinds were built and repaired as a part of Toledo's war effort. Ships constructed in Toledo travel to many parts of the world.

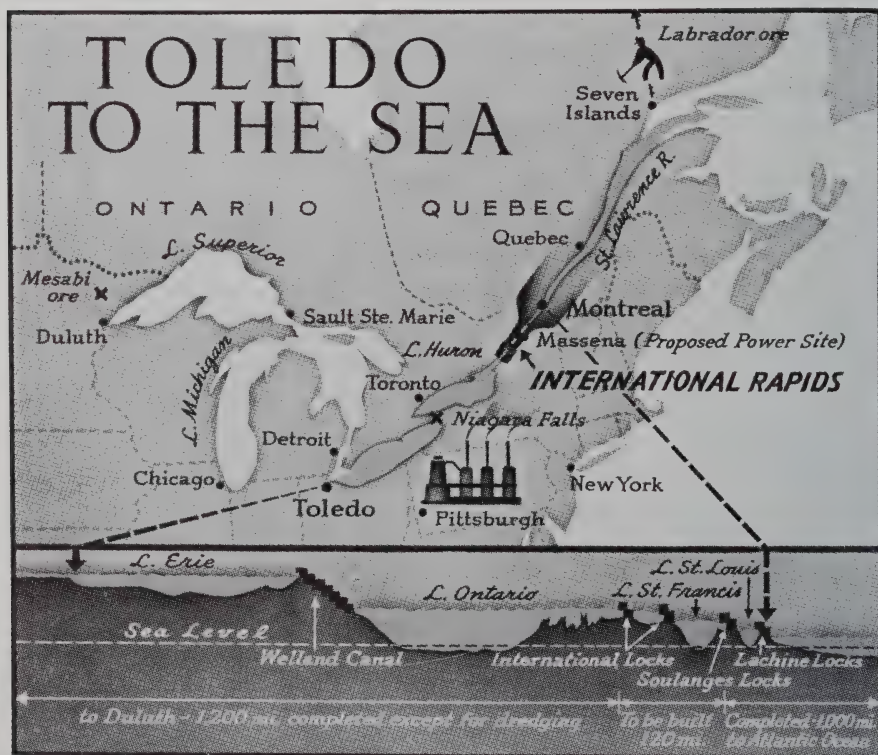
Toledo's Harbor and Channel. Shipmasters found that the old channels through the Maumee River and the Bay were too narrow, shallow, and crooked. Many times ships became stuck in the mud, and, for a while, ship captains began to avoid Toledo. This was bad for business. Hence business men began to agitate for a straight, deeper, and wider channel. In 1887 Congress appropriated money for dredging the channel and straightening it. In 1954 the channel was 25 feet deep and 500 feet wide. It runs out into the lake from Presque Isle Point. In the Maumee River the channel is deep and well marked. There is a turning basin near the Fassett Street Bridge. The bridges over the river are either "high level" or have draws which may be either lifted or turned so that large ships may go through.

The Business of Toledo Port. There has been a steady increase in the trade of Toledo.

Receipts in 1953 (tons)		Shipments in 1953 (tons)	
Iron ore	4,180,608	Coal	23,721,323
Sand and gravel	557,202	Petroleum products	2,135,162

Coal and coke	429,938	Grain	114,703
Cement	101,298	Pig iron	28,578
Steel	20,052	Limestone	28,000
Petroleum products	18,323	Exports to Europe	
Pig Iron	10,980	and other countries	9,272
Grain	9,566		
Imports from Europe	7,394	Total	26,037,038
Sugar and molasses	6,472		
Sulphur	3,460		
Fish	1,085		
Unspecified	16,968		
Total	5,363,346		

Toledo's Trade with Foreign Countries. As the middle of the 20th century drew near, new kinds of ships appeared in Toledo harbor. These were foreign sea-going freighters which were small enough to come up the St. Lawrence River, through the Welland Canal, and to ports on the Great Lakes. A ship from Colombia would bring in coffee and take out a load of Jeeps. Products from such places as



Toledo and the St. Lawrence Seaway.
(Courtesy Toledo Port Commission)

Finland, Sweden, Norway and Britain, or some other nation were unloaded in Toledo, and cargoes of glass, automobile parts, and other Toledo-made articles were taken on to be delivered directly to other lands.

The St. Lawrence Seaway. For many years the people of the Great Lakes region had been trying to get the Congress of the United States to appropriate money to make the necessary improvements in the St. Lawrence River so that large ocean-going vessels from foreign lands might come directly to the ports on the lakes. This would mean a great increase in trade for Northwestern Ohio as well as for all of the other ports of the lake district.

The 83rd Congress, meeting in its second session beginning in January of 1954, brought up the St. Lawrence Seaway Bill for consideration and finally passed it. President Eisenhower signed the St. Lawrence Seaway Bill May 13, 1954 in the White House. Canada and the United States plan to work together on the project. If the United States had not passed the Seaway Bill, Canada had planned to go ahead with the project alone.

VOCABULARY

- | | |
|-------------------------|---------------|
| 1. agitate | 5. incline |
| 2. appropriate (verb) | 6. maneuver |
| 3. cylinder (in engine) | 7. turbine |
| 4. expansion engine | 8. stevedores |

THINGS TO REMEMBER

1. What improvements increased the usefulness of the railroads?
2. What were the advantages of the Airline Junction and the Toledo Terminal Railroad?
3. What developments in coal loading and unloading increased trade in Toledo?
4. Why did lake shipping increase?
5. What changes were made in lake carriers? What were the reasons for the changes?
6. How did Toledo prepare for increased land and water trade?
7. Why is it possible for Toledo to trade directly with foreign countries? What may be the future of this type of trade?

CHAPTER 2

The Westward Movement of the Factory System

Toledo did not, at first, profit directly by the westward movement of the factory system. Major industries came to such cities as Pittsburgh, Cleveland, Chicago, and St. Louis which were natural collection points for raw materials and finished products.

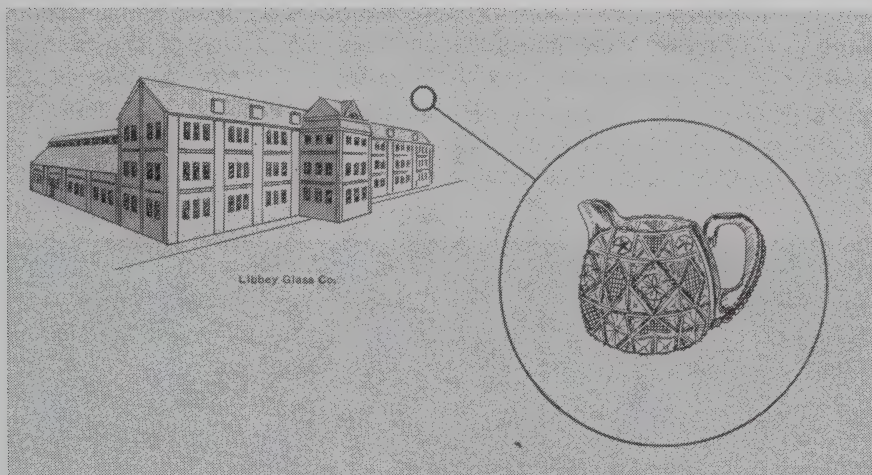
Articles manufactured in Toledo in earlier times included wagons and bicycles. Later on, glass making, oil refining, and making of automobile parts became important.

The Milburn Wagon Works. The first "big" industry was the Milburn Wagon Company, known to Toledoans as the "Wagon Works". It started operations in 1873. The factory was located on Monroe Street near the present Swayne Field. George Milburn's bright-colored and sturdy wagons became known all over the United States. When the Spanish-American War came along, the "Works" supplied ambulances, garbage wagons, and other vehicles for the troops in Cuba. Toledo was near a good timber supply and the railroads made it possible to ship the finished product to many distant places. Until the 20th century Toledo was famous as a wagon-making city.

The Gendron Wheel Company and Bicycles. In 1880 Peter Gendron started the Gendron Wheel Company. He had experimented with wheels which had tight wire spokes. Such wheels were a great deal lighter than those with spokes of wood or iron. At first the wheels were used on baby carriages, but they soon proved to be suitable for bicycles. Several other inventions perfected the bicycle. The new ideas included making both front and back wheels the same size instead of the enormous front wheel and tiny back wheel of the older type. The bicycle was made much lighter by the use of hollow tubing for the frame instead of solid steel bars. The use of ball bearings and hollow rubber tires made bicycles easier to ride. In 1896 it was claimed that Toledo was the greatest bicycle city in the United States.

The Glass Industry. A few years after Peter Gendron set up his wheel factory, the glass industry was brought to Toledo. Edward Drummond Libbey had operated a glass factory in New England. Wood for fuel became scarce in the East and it was too expensive to ship in coal. Natural gas fields had been discovered in Northwestern Ohio. This fuel was well suited to the manufacturing of glass because it was clean. It somewhat simplified the operations

necessary to the making of glass. It also made possible the more accurate control of the variations of temperature which are necessary for the annealing of glass. In addition to the better fuel large amounts of glass sand were found near the city of Toledo. Still another factor favoring Toledo was that it was nearer to the center of population than was New England. It was easier to ship glass to more people.



The Libbey Glass Company. In 1888 Libbey moved his glass factory to Toledo and hooked into the gas lines leading from wells near Findlay, Ohio. At the Chicago World's Fair in 1893 the Libbey Glass Company of Toledo put on display a glass dress which had been made for a nationally known actress. Princess Eulalie of Spain saw the creation and wanted one like it. The result was that the Libbey Glass Company was appointed official glass makers to the royal family of Spain.

The chief products manufactured in 1890 were vases and bowls. Many of these articles were engraved with fancy patterns to meet the popular demand for "cut glass". Business grew when the company added electric-light bulbs to its line.

A great step in advance came when Libbey and his assistant, Michael J. Owens, organized the Toledo Glass Company for the production of glass-making machinery. The company would make the machines and lease them to other companies. Machines were leased for making tumblers and bottles. The American Lamp Chimney Company made glass chimneys for kerosene lamps. Both of these new companies were started before 1900.

Ford Plate Glass Company. In 1899 Edward Ford set up the Ford Plate Glass Company in Rossford. This plant opened for the production of plate glass. This type of glass is so flat and crystal clear that it can be used for mirrors, show windows, display cases, and greenhouses. It requires careful refining and special attention to grinding and polishing. The plant at Rossford is now part of the Libbey-Owens-Ford Glass Company.

Michael J. Owens. The men in the glass industry were great experts in the business and were making a success of it. One of the greatest of the skilled glass workers was Michael J. Owens, genius of the "glory hole". He received his training as a glass worker in his native state of West Virginia. He joined Libbey in Toledo in 1888. The many remarkable inventions made by Owens contributed greatly



**Mike Owens Examining the First Perfect Bottle Produced by
His Fully Automatic Six-head Machine.**

(Courtesy Steelways Magazine and the Owens-Illinois Glass Company)

to the improvement in glass making. Among his early inventions were:

- (1) A mold that released tumblers by a foot lever.
- (2) A device for fire-polishing the inside of tumblers.
- (3) A machine for the blowing of bulbs, tumblers, and lamp chimneys after workers had blown a small hole in the gob of glass.

Owens' greatest invention was the bottle machine which completely mechanized bottle blowing. This was a rotating machine with from 6 to 20 arms. Each arm was a separate bottle-blowing unit which sucked up a gob of molten glass, and, by means of molds and compressed air, completely formed a bottle. A conveyor belt automatically sent the bottle to the oven for brightening. Owens thus eliminated the need for many workers.

Irving Colburn and Flat Glass. For many years glass for windows was blown by skilled workmen into cylinders which were then cut and flattened. In the 20th century the method of making window glass was changed. Irving Colburn invented the "flat drawing" process which became a standard method of manufacturing flat glass. The liquid glass is drawn directly in a flat web from a pad of glass instead of first being blown into cylinders and then cut open. Libbey took over the process where Colburn had failed to make it work, and perfected it.

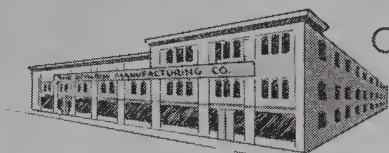
Safety Glass and Thermopane. The East Broadway plant of the Libbey-Owens-Ford Company makes the safety glass which is used in automobiles. For this, two or more layers of glass are bound together with plastic into a sandwich. Another type of glass is called "tempered" glass and is treated by reheating and cooling in lehrs. The result is a tough and almost unbreakable product. It is used for showcases, table tops, shelves, and portholes in naval vessels. Thermopane windows keep out summer heat and keep furnace heat in. They reduce street noises and are used in homes, hospitals and schools. In Thermopane there is an air space between two layers of glass which are sealed firmly together at the edges so as to be dust proof, air proof and water proof.

Fiberglas. Fiberglas is a later and most amazing product of the age of glass. This shredded glass is used for many purposes: insulation, filters, battery plate separators, coat linings, upholstering, tires, and roofing. Fiberglas is unaffected by fire, moisture, acids, and most other chemicals. The Corning Fiberglas Corporation has its offices in Toledo.

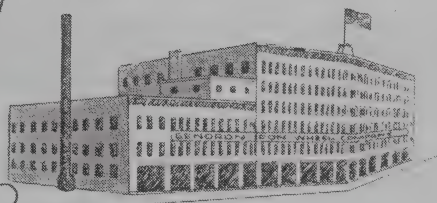
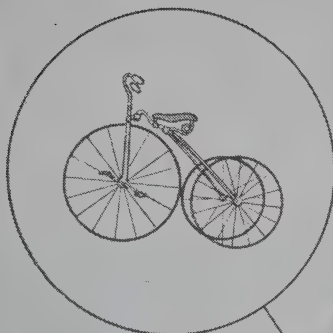
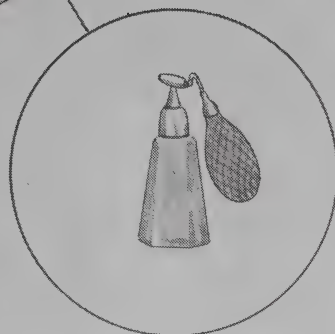
Plastics. The Libbey-Owens-Ford Company also became manufacturers of plastics. Plastics may be made of wood, cotton, or coal tar. This remarkable product may be used with fiberglass to make washing machines, tubs, chairs, skis, fishing rods, and many other articles. Glass cloth, coated with plastic, makes automobile tops, awnings, and fire blankets. Plastics are sometimes used in place of metals because they are lighter in weight, tough, and resist acids. Another important use of plastics is to bind strips of wood together to make plywood. Plastics may also be made transparent or in colors. Late in 1953 Plaskon Division of the Libbey-Owens-Ford Company was sold to the Barrett Division of Allied Chemical and Dye Corporation. Manufacturing with plastics has entered a new phase of development.

The DeVilbiss Company. The DeVilbiss Company is another industry which grew with Toledo. Back in the 1880's Dr. Allen DeVilbiss, the founder, needed a satisfactory means for the treatment of the noses and throats of his patients. Since there was none on the market he made one. His invention, the atomizer, and the improvements on it proved to be a profitable article of trade. Dr. DeVilbiss' first factory was in an old house on Jackson Street near 13th. By the 1920's atomizers had been developed into spray guns and were being used to paint furniture and automobiles. The spray-gun business went into big-time production. The DeVilbiss Company bought a large tract of land on Detroit Avenue at the end of Phillips Avenue and began a program of expansion which still continues. The Company now manufactures all sorts of equipment such as spray guns, exhaust booths, air compressors and specialized hose, all of which are essential to spray-painting. A large selection of perfume atomizers, vaporizers, and the modern version of the throat atomizer are made by the DeVilbiss Company and are sent to many parts of the world.

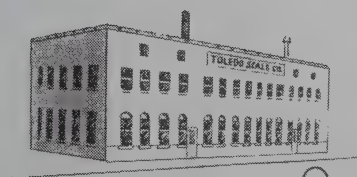
Toledo Scale Company. A son of Dr. Allen DeVilbiss worked out the principle of the automatic no-spring scale which is based upon the use of the lever and the pendulum. The scale was first manufactured in the atomizer plant on Jackson Street. Later Henry Theobald acquired control of the company which was then located on Monroe Street near the "Wagon Works". The Toledo Scale Company, as it is now called, is located on Telegraph Road in buildings which are largely constructed of glass. The Company is outstanding in the field of the production of precision scales. It has been estimated that over 45,000 different varieties of weighing, counting, testing and force measuring devices were made. The company is today a leader in the food machine and commercial kitchen machine field. It sends its products to about every country in the world.



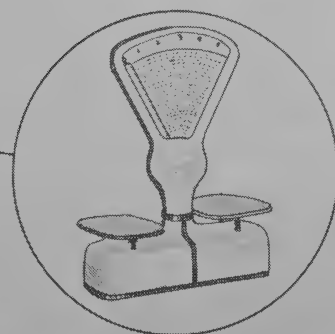
The DeVilbiss Manufacturing Co.



Gendron Iron Wheel Co.



Toledo Scale Co.



Early Industrial Products.

Surface Combustion Company. Another machine-age specialty is made in Toledo by Surface Combustion Corporation, world's producer of industrial furnaces. These furnaces, largely gas-fired units, are used for the shaping and heat treatment of all types metals, including steel and both aluminum and copper alloys. They are used

in a wide variety of types and sizes, ranging from block-long batteries of soaking pits for the steel mills to small, precise tool-treating furnaces for metal processors. These furnaces are used for processes such as annealing, hardening, drawing, forging and case hardening.

Die Casting. Die casting is another specialty of industrial Toledo. The Doehler-Jarvis Division of the National Lead Company leads the world in the manufacture of die castings. Herman H. Doehler invented the process. Steel and iron castings, which are made by pouring molten metal into sand molds, are generally not as economical as die castings. The reason is because die castings, which are made of metal alloys, such as magnesium, aluminum, tin, lead and brass, are produced by these metals being forced by pressure into hard steel molds by a casting machine. These steel molds last for many thousands of operations, whereas the molds for steel and iron castings are good for only one casting and a new mold must be made each time. In addition die castings require very little machining, such as grinding and polishing, as compared to sand castings. Die castings as made by the Doehler-Jarvis Division include many lines of manufacturing, such as automobiles, cooking utensils, electrical fixtures, furniture, washing machines, vacuum cleaners, and many office machines of different kinds. The weight of zinc die castings is similar to that of iron and steel; however, aluminum and magnesium are many times lighter. This is another reason for economy.

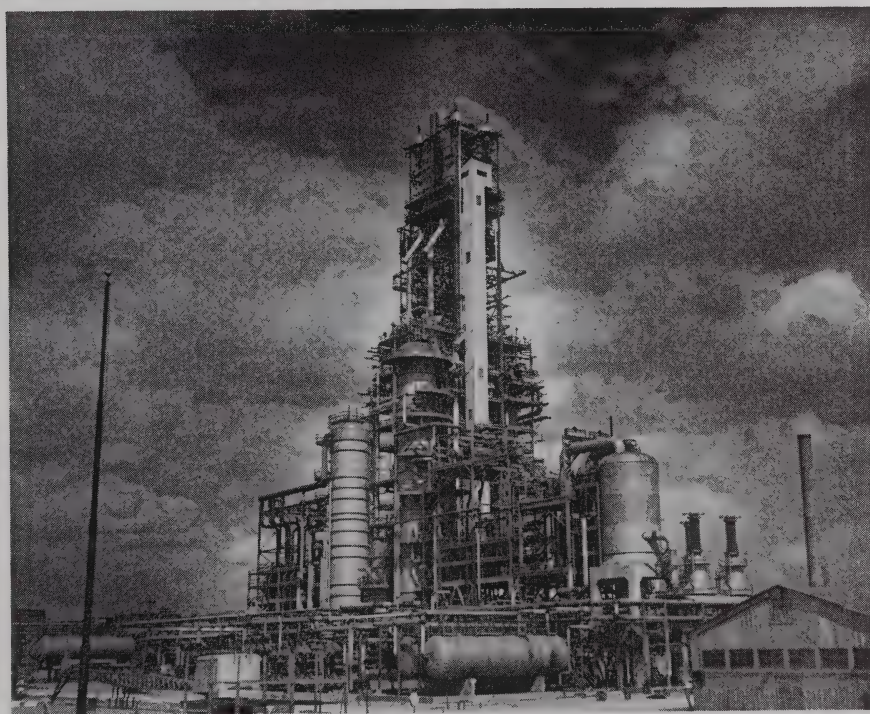
Automobile Parts. Toledo's role in the automobile industry has been in the manufacture of parts rather than the complete car. The one exception is the Willys Overland Company which produces the famous "Jeeps". This will be discussed in Unit 10.

The Spicer Manufacturing Company produces self-starters, transmissions, and differentials. Spark plugs are made by both the Champion Spark Plug Company and the Auto-Lite Company. The Chevrolet Toledo Division of General Motors Corporation manufactures gears, universal joints, and truck transmissions. Other Toledo companies produce a wide variety of products used in automobile construction.

Oil Industry. Several oil companies have taken advantage of Toledo's location and have built refineries near the bay and lake area. The Sun Oil Company has built a 308-foot tower for its cracking plant. At night the many lights make the tower a thing of beauty which can be seen miles away.

The process of "cracking", invented by a Frenchman, Eugene Houdry, makes it possible to convert more than 50% of the crude

oil into high quality gasoline instead of 10% low quality gasoline which was the case in 1909. The Houdry process actually "cracks" or rearranges the molecules of oil. Crude oil is heated to vapor which is sent through the catalyst at the top of the vessel (known as the reactor). The catalyst is a bed of hot pellets which "crack" or rearrange the molecules without the pellets being changed. The cracked oil is piped off to another tower where advantage is taken of the difference in boiling range to separate such constituents as furnace oil and other heavier products. By burning from the catalyst the carbon deposit which was formed during the cracking operation, the catalyst is cleaned and reheated. The pellets are sent back to the top of the tower for the cracking cycle. In twenty-four hours it is possible to treat two and one-half million gallons of oil by contacting with forty million pounds of catalyst. This new process of obtaining oil products is one of the great chemical engineering achievements of the 20th century.



The Sun Oil Company's Houdriflow Catalytic Cracking Unit.
(Courtesy the Sun Oil Company)

The Pure Oil Company, the Gulf Refining Company, and the Standard Oil Company have recently installed new equipment and the Standard Oil Company is modernizing its plant. There are other refining companies in the Bay Shore area.

Many other industries have contributed to the industrial growth of Toledo. The products of Toledo factories are known all over the world.

VOCABULARY

- | | |
|-------------------|---------------------|
| 1. annealing | 10. mold |
| 2. atomizer | 11. molten |
| 3. compressed air | 12. precision |
| 4. die casting | 13. temper (verb) |
| 5. differential | 14. transmission |
| 6. gear | 15. tumblers |
| 7. "glory hole" | 16. universal joint |
| 8. lease | 17. case hardening |
| 9. lehr | 18. catalyst |

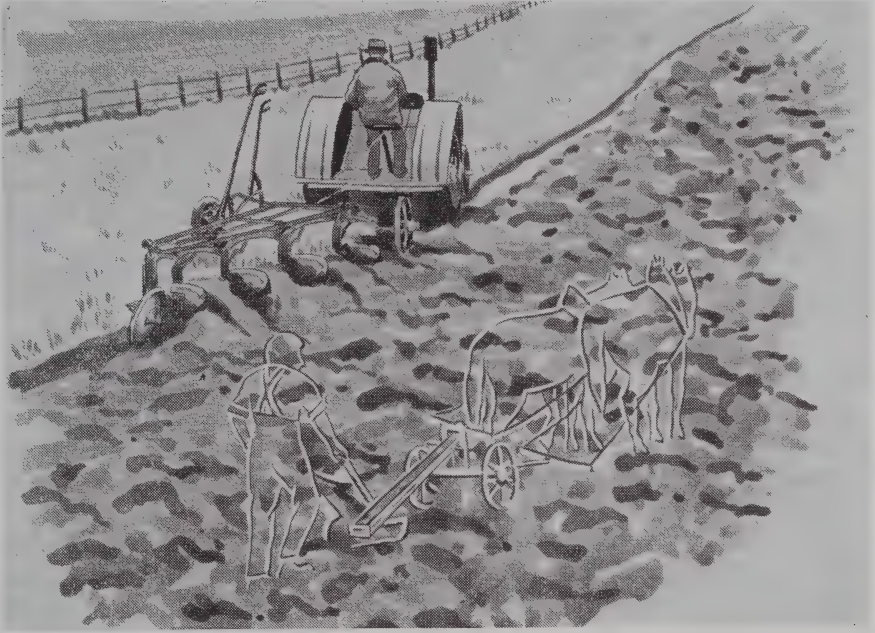
THINGS TO REMEMBER

1. What industries helped Toledo to get a start in manufacturing in the 19th century?
2. How did the glass industry happen to locate in Toledo?
3. What were some of the things which helped the Libbey Glass Company to advance in glass production? What types of glass were first made?
4. What kinds of glass did the Ford Glass Company make?
5. What were the contributions of Michael Owens to the glass industry?
6. What different kinds of glass does the Libbey-Owens-Ford Glass Company now make?
7. What contributions did the DeVilbiss family make to the growth and prosperity of Toledo?
8. What does the Surface Combustion Company supply?
9. Why are die castings important?
10. Why did oil industries build refineries in Toledo?

CHAPTER 3

The Farmers Become Part of the Machine Age

The coming of the machine age made great changes in the lives of both the farmers and the city people. As industries employed more people, the cities grew in population and fewer people raised their own food.



Farming — Old and New.

New Methods of Farming. Farmers had the responsibility of supplying larger amounts of food for city dwellers. It was necessary to find ways of making the land more productive. In Lucas County several things were done to prepare the farm land for machine-age cultivation. First, the land was cleared of woods. Second, wild animals had to be disposed of. Third, it was necessary to drain the land that was too swampy.

Farmers themselves cut down most of the trees. However, many acres were cleared in other ways. Wood burners would contract with the farmers to burn down the trees for a small fee plus the ashes which were sold to soap companies.

Lumberjacks worked during the fall and winter to cut down trees. The logs were then taken to saw-mills by sled. If a stream

were near, logs were chained together and floated down to the mill. Toledo received thousands of log rafts from Michigan and Ohio forests and became a center for the lumber trade. Shingle splitters made roof shingles and barrel staves from logs and sold them to builders and barrel makers. The land was well cleared but much fine timber was lost in the process.

Wild life was abundant in Northwestern Ohio. The pioneers got rid of big game such as bears, wolves, and wild cats. With the coming of farms, such creatures as deer, squirrels, possums, and foxes increased as did the crows and pheasants. Some of the animals were very fond of chickens. Both birds and animals ate the farmers' corn. Those that did not eat it when it first sprouted, liked it when it was in the ear.

To remedy the situation, big hunts were organized. A circle of men would entirely surround a large wooded area and, with dogs and guns, drive the animals into the center where a bloody slaughter would occur.

In Adams Township the whole district was divided into "North" and "South". The men all went hunting and reported their catch to the hunt secretary. In October of 1867, at the Harvest Festival, "South" was honored as the winner, having killed 276 squirrels, 19 raccoons, 16 woodchucks, 22 skunks, 34 ducks and 6 hawks.

The third problem, one which was quite serious, was swampy land. In 1855 the season was so wet that farmers could not cultivate their land and some people thought that Lucas County might have to be abandoned unless suitable drainage was provided. In order to drain the Lucas County land successfully it was necessary to have an over-all plan for the entire area. An individual farmer could dig ditches to drain his own land, but the water might go into his neighbor's fields and damage them.

The natural waterways such as Swan Creek and Ten Mile Creek which flow into the Maumee River and the Bay were clogged with logs and beaver dams. This situation had to be taken care of by the county. The Ditch Law was passed by the State Legislature in March of 1859. By this law the County Commissioners were allowed to receive petitions from farmers for digging ditches and streams. County surveyors and engineers laid out and built the ditches. The farmers were assessed the costs, but might "work out" some or all of it by their own labor.

More than 2,000 miles of ditches have been built since 1859. The work is now done by tractors and huge shovels. Constant atten-

tion is necessary to keep the ditches clear. They vary in size from 12 to 80 feet wide and up to 10 feet in depth. Farmers drain their fields by putting in porous tiles which are laid about 3 feet deep and 25 feet apart. The fields drain into the ditches which in turn take the water to various natural and man-made creeks. The water finally reaches the Maumee River and the Bay.

Live Stock Raising. Livestock raising has always been an important source of income on farms. In Northwestern Ohio sheep raising was flourishing in the 1850's. The reasons for this were: (1) Merino sheep were imported into the United States, and (2) cloth-making increased in America about that time.

Merino sheep were of Spanish origin, and their wool was especially fine. The fibers were long and soft. The animals were sturdy and grew well in their new home. Another good trait was that they stayed together in fields and did not need a shepherd. The first Merino sheep station was near Whitehouse in Waterville Township. By the 1860's many farmers in Northwestern Ohio were in the sheep-raising business.

The 1870's proved to be the best period for sheep production in Lucas County. In 1870, 54,067 pounds of wool were obtained. There was a gradual decline as the western plains were opened to sheep raising. Cross breeds were developed which produced sheep suitable for both wool and mutton. As the price of wool became lower, it was not profitable for Lucas County farmers to use their land for sheep. Other crops were of greater value.

From early times cattle were also important to farmers of Lucas County. Drovers could gather large herds of cattle together from many farms and drive them to markets such as Cleveland, Cincinnati, or Pittsburgh. Occasionally cattle were even driven across the mountains to Philadelphia or Baltimore. Toledo also became a receiving point for cattle.

Cattle drovers guided many herds of cattle and droves of pigs down Lagrange Street or Cherry Street to slaughter houses where the animals were processed for the local markets. Some of these early slaughter houses became the large packing houses which supply meat to Toledoans in the 20th century.

The quality of cattle, both for beef and dairy products, has been greatly improved by careful breeding. Improved feeding has resulted in a better grade of meat. Special food mixtures are prepared for cows in order to increase milk production. Corn stalks are kept

green in silos, hay and corn are harvested at the time when they have the highest food value. Nowadays young cattle are brought in from the West for feeding on Lucas County farms. When they have reached marketable size they are sold.

Twentieth Century Lucas County Farms. The farmers of Lucas County raise food for the nearby towns and cities. A main crop is greenhouse products: tomatoes, lettuce, cucumbers, radishes, and endive. Greenhouse owners conduct their business according to modern scientific principles. The soil is steam sterilized to kill harmful bacteria. Fertilizer is made by mixing manure, mulch, and chemicals with peanut shells and straw. Growth of plants is controlled by changes in water, heat, and nitrogen. Various methods are used to grow larger fruit and smaller stalks and leaves. Greenhouse products account for 26% of the agricultural income of the County.

Truck gardeners grow out of doors some of the same things which are grown in the greenhouses. Other foods produced on truck farms include: sweet corn, beans, peas, squash and other vegetables. Other products raised for city markets are hogs, dairy products, poultry and eggs, fruit, and nursery items such as fruit trees and shrubs.

New and improved types of trees, shrubs, flowers, and vines have been grown by scientific methods. The nursery business has also developed new methods of protecting orchards from insects, and various diseases.

Government agencies offer several kinds of services such as inspection, weather predictions and advice by radio and television.

As a result of scientific experiments seed corn and seed potatoes are much improved and are more resistant to disease. Cover crops are planted to help build up the soil by restoring nitrogen. These crops also prevent erosion.

The products raised on the farms of Northwestern Ohio are marketed in a most modern manner. Trucks travel to the cities over good roads which are kept in condition for travel all year round. To make a profit on his investment, the farmer must be a good business man. He keeps in touch with current prices by means of radio and newspapers, and he contacts his customers by telephone.

Farm Cooperatives. By means of farm cooperatives farmers are able to operate in a more business-like manner. A cooperative is an association of farmers organized to gain the advantages of group selling and purchasing. Several types of farm cooperatives have

been put into operation in Lucas County. Among them are: the Toledo Hot House Cooperative and the Toledo Gardeners' Cooperative Association. The Northwestern Ohio Cooperative Sales Association negotiates for the sale of the milk that is distributed by Toledo dealers.

In 1923 a law was passed by the Ohio State legislature to make cooperative marketing legal. This law was the Farnsworth-Green Cooperative Marketing Act. It enabled farmers to set up their own central warehouses and stores so that they could get the same prices for their goods that the private "middlemen" got.

The Ohio Farm Bureau Federation is a statewide membership organization composed of farmers who pay dues. Within this organization is the local Lucas County Farm Bureau. One of the most important duties is to advise state legislators about laws desired in Lucas County.

The Ohio Farm Bureau Cooperative Association is controlled by a board selected by the directors of the Ohio Farm Bureau Federation. In Lucas County there is a Farm Bureau Cooperative Association organized under the Farnsworth-Green law. This cooperative has a store two miles west of Maumee which sells farm goods and supplies. Next to this store is a fertilizer plant operated by the Ohio Farm Bureau Cooperative Association.

The Ohio Farm Bureau Federation has helped the farmers by organizing three different types of insurance: fire, life and automobile. Recently, in obedience to state laws, these services have been separated from the Farm Bureau.

Lucas County, like most other counties in the United States, has an agricultural agent to help farmers improve their methods of production and marketing. The Smith Lever Act was passed by Congress in 1914, and, in accordance with it, a trained agent was appointed in 1917 under the administration of the U.S. Department of Agriculture, Ohio State University and the Commissioners of Lucas County. Ray Donnan of Waterville was the first agent.

An important part of the agent's work is to organize 4-H Clubs of farm boys and girls. The purposes of the 4-H Clubs, as stated by their founder, A. B. Graham, are: to elevate living standards in rural communities; to emphasize importance of hard work and habits of industry for building character; to acquaint boys and girls with their environment and to interest them in making their own investigations; to give boys an elementary knowledge of farming and to

give girls facts and practices of home economics; to cultivate a taste for the beautiful . . . and finally, to inspire young men and women to further their education in the science of agriculture and home economics.

VOCABULARY

- | | | |
|-----------------|---------------|------------|
| 1. cover crop | 4. middle-man | 7. porous |
| 2. drover | 5. mulch | 8. sponsor |
| 3. Merino sheep | 6. nitrogen | |

THINGS TO REMEMBER

1. What things were done to prepare the land for use as farmland?
2. Why were big hunts organized?
3. What was the importance of ditches in Lucas County?
4. What was the reason for so much sheep raising during the 19th century?
5. What has developed as a result of cattle raising in earlier times?
6. What kind of farms are now located near Toledo? How are they cared for?
7. What is the importance of farm cooperatives?
8. What are the purposes of the Ohio Farm Bureau Federation and the Ohio Farm Bureau Cooperative Association?

CHAPTER 4

The Workingmen Organize

The coming of the machine age created many problems for men working in the cities. They found that they would have to cooperate if they were to enjoy a higher standard of living. Unions were organized in order to secure better working conditions and living wages. At first, organization was quite difficult. Many people thought that a man should be allowed to work as many hours as he wished for whatever pay he would take. To restrict him in these matters, it was said, was to take away some of his rights as a free man.

As late as the 1870's the newspapers gave most unfavorable publicity to the workingman's efforts to obtain better wages and hours, especially if a strike was being planned. In 1863, when the dock

workers struck for 25 cents an hour instead of 20 cents, the strike was blamed on outside agitators. The same attitude was shown in 1870 when members of the same union wanted 35 cents an hour.

Organization of Skilled Workers. In 1863 the first group of skilled workers in Toledo organized. This was the Typographical Union whose members set type for newspapers and other printing establishments. Other groups which formed unions soon afterward were the carpenters, plumbers, clerks, glass workers, bakers and plasterers. Some of the groups had a 9-hour day, but the bakers worked 10 hours. Bricklayers and stonecutters had the highest pay — 45 cents an hour. By the middle of the 1900's the 8-hour day and 40-hour week were standard, and hourly wages ranged from \$1.90 to \$3.30 for skilled labor. Unions also made agreements regarding apprentices. These regulations controlled the number of apprentices to be hired, their training, and pay.

During the latter half of the 19th century the Knights of Labor tried to organize both unskilled and skilled laborers into one large union for the purpose of obtaining shorter hours and higher wages. They also favored national ownership of railroads, and equal pay for men and women did the same kind of work. The one large union did not work well and unions for unskilled workers declined for a while.

Labor Organizations. The trade unions of skilled workers did not want one large organization which would make agreements regarding wages and hours. Each union preferred to do this for itself. If the employer refused demands, the workers would sometimes strike. Contracts were made between skilled workers and employers for a definite wage and hour schedule. These agreements ran for a stated time unless one group or the other violated them. Somewhat the same plan is used at the present time.

Toledo Central Labor Union Council. The Toledo Central Labor Union Council was first established in 1880. This strengthened the skilled trade unions since it was composed of delegates from each of the trade unions. The C.L.U. assisted the unions in negotiations with management. It urged the city and the Board of Education to use union labor in construction work. The Council also published the names of employers who violated the child-labor laws. The bringing in of out-of-town strike-breakers was denounced. Resolutions were passed in favor of night schools, compulsory day school attendance and low street-car fares. The Central Labor Union was a strong force in getting support for the University of Toledo as an institution of learning for the children of workingmen.

The Building Trades Council. The Toledo Building Trades Council was organized in 1889. It consisted of officers and delegates from all of the building trades such as carpenters and bricklayers. These men moved from place to place according to where the job was located. They did not have just one employer. Thus it was necessary to have a special organization. This would deal with various employers in order to get fair wages and working conditions for the men. The Building Trades Council also has business agents who act as contacts between contractors and workers, helping to adjust differences between the two groups. The agent helps the contractor to get union labor for regular and special jobs.

The American Federation of Labor. All unions which belong to the Toledo Central Labor Union and the Toledo Building Trades Council are members of the American Federation of Labor. This organization has headquarters in Washington and tries to get laws passed which are favorable to labor. Officers of the A. F. of L. also confer with the President of the United States, the Secretary of Labor, and other officers regarding many things which affect the welfare of laboring people. The Ohio Federation of Labor performs the same service in the State of Ohio. The individual unions control their own affairs within their own union.

Organization of Unskilled Workers. It was not until the 1930's that unskilled workers were successfully organized. This was done on a national basis. In 1933 the National Labor Board was created by act of Congress. This act gave unskilled labor the right to organize and forbade employers to interfere with the rights of workingmen to organize. Such groups as steel workers, automobile workers, textile workers, and others could then form unions.

The automobile workers in Toledo organized a unit called the United Automobile Workers Federal Union (an associate of the A.F.L.). In 1934 the Union demanded the right to represent all of the workers in factories making autos and automobile parts. Management refused. A bitter strike resulted. There was violence near the Auto-Lite plant. The Ohio militia was called in and two workers were killed when the militia fired into the mob. The union was finally successful. Congress then passed a law creating a National Labor Relations Board (N.L.R.B.) which could hold elections to see if a majority of the workers in a factory wanted a union to represent them.

The Congress of Industrial Organizations. The Congress of Industrial Organizations was organized to take care of the unions of less skilled workers. The Toledo United Automobile Workers was one

of the leaders in this movement because they no longer wished to belong to the American Federation of Labor which was dominated by skilled workers. Other C.I.O. units in Toledo formed an organization called the Toledo Industrial Union Council.

After the second World War labor leaders felt that all of the labor unions in Toledo had many common problems. In an effort to better conditions among all laboring people the United Labor Committee was formed in Toledo. Delegates to the U.L.C. include men and women from unions which are members of the Congress of Industrial Organizations, the American Federation of Labor, Mechanics Educational Society of America, and the Brotherhood of Locomotive Engineers. These people attempt to work on and settle problems common to all union labor.

Labor-Management-Citizens Committee. One of the most important contributions that Toledo has made to peaceful relations between management and labor has been the Labor-Management-Citizens Committee which is appointed by the Mayor of Toledo. It was established in 1945 at the end of World War II. Its object was to continue into peacetime reconversion problems the harmony created by the wartime Industrial Peace Board. In other words, it sought to prevent strikes, or to settle them if they took place. The committee consists of equal membership from labor unions, factory management, and the general public. This committee holds meetings with the groups having a labor dispute and helps them to obtain a satisfactory settlement of their differences.

VOCABULARY

- | | | |
|---------------|-------------|-------------------|
| 1. compulsory | 4. delegate | 7. negotiate |
| 2. confer | 5. denounce | 8. reconversion |
| 3. contract | 6. dominate | 9. strike breaker |

THINGS TO REMEMBER

1. What are some of the reasons why unions were formed? Why did they not succeed at first?
2. What unions operate in Toledo?
3. What are some of the differences between the American Federation of Labor and the Congress of Industrial Organizations?
4. What is the purpose of the United Labor Committee?
5. Why does Toledo have a Labor-Management-Citizens Committee?

UNIT ACTIVITIES

1. On a map of Toledo mark the Terminal Railroad in color and show what industries benefit from it.
2. By means of a series of pictures show the different types of lake freighters.
3. If possible have someone take you to visit the docks on the Bay Shore. Report your visit to the class.
4. Plan a Congressional discussion giving arguments for and against the St. Lawrence Seaway.
5. Visit the Toledo Museum of Art and see the glass exhibit. Have a guided tour, if possible. Make sketches of various exhibits of the glass. Plan a program for the school. Give talks and show enlarged sketches of some of the glass.
6. Plan an exhibit of some of the products made by Toledo industries. Use pictures, models, or the actual object. (Some of the industries have available material.)
7. Visit a farm near Toledo and make a poster to show what is grown on farms in this area.
8. Talk to your families or relatives about labor unions. Prepare to discuss unions with the class.
9. Learn all you can about 4-H Clubs and by talk or demonstration inform the class about the clubs.
10. Plan a meeting of the Labor-Management-Citizens Committee with membership composed of members of the class.

BOOK LIST

Allen, Adam, **Dynamo Farm.**

Bethis, Raymond, **The Magic of Oil.**

Bialk, Elissa, **Jill's Victory (4-H Club).**

Carlyle, N. and Nelson, E., **The Modern Wonder Book of Ships.**

Downes, R. C., **Industrial Beginnings.**

Dukelow, J. H., **The Ship Book.**

Duncan, Marion, **On a Farm.**

Elms, F. R., **Let's Explore the Great Lakes.**

Federal Writers Project, **Plastics.**

Federal Writers Project, **Story of Glass.**

Fisher, E. F., **Resources and Industries of the United States.**

Floherty, J. J., **Floating Gold.**

Havighurst, Walter, **Life in America, the Midwest.**

Parker, B. M., **Flowers, Seeds, and Fruit.**

Pryor, Wm. and Helen, **The Glass Book.**

Reck, Franklin M., **Automobiles from Start to Finish.**

Raymond, M. T., **Bend in the River** (factory work).

Ross, M. I., **Morgan's Fourth Son.**

VISUAL AIDS

1. Heritage of Glass (film with sound).
2. In Glasstown (film with sound).
3. Oddities of Ohio Industry (film with sound).
4. Ohio's Good Earth-Farming (film with sound).
5. Ohio's Mineral Resources (film with sound).
6. Ohio's Water Wealth (film with sound).
7. Pageant of Progress—Development of Plows, etc. (film with sound).
8. Petroleum
 - Oil from the Earth to You (film strip).
 - Petroleum in Today's Living (film strip).
 - Evolution of the Oil Industry (film strip).
9. Power and the Land—Farmer Co-ops (film with sound).
10. Trucking (film with sound).
11. Industrial Harmony Through L.M.C. (film strip).

Unit 8 **Local, State and National Governments Cooperate to Solve New Problems**

As the machine age led to a great increase in the population of Toledo, the people became more and more dependent upon one another. There was a time when most of the people of the county were farmers and were thus rather independent of each other. In 1850 the percentage of people living in Toledo was 32.1%; in 1900 it was 85.8%; and in 1950 it was 76.7%, but with heavily populated suburban centers.

A new type of government was needed to take care of the problems which arose. Democracy had to be applied to city conditions. City folks did not like to be subject to laws made by a state legislature usually dominated by country and small-town folks. It was necessary to work out laws by which the people in cities could govern themselves in many respects, and take care of special developments in transportation, public utilities, and education. Some of these problems did not concern country people.

The cities still needed the help of the state and national governments in dealing with many questions including those applying to poor relief, roads, methods of voting for government officials, and other problems of general interest. However, there was a great need for more local self-government.

CHAPTER 1

The Beginning of the "Home Rule" Idea

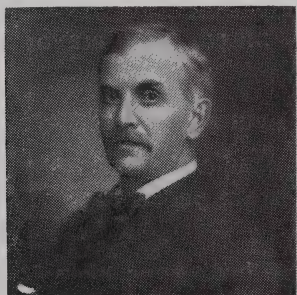
The efforts of the people of Toledo to obtain the right to deal with local problems was called the "home rule" movement. This idea of "home rule" was a part of the Progressive Movement in the 1890's. In national politics this reform movement was led by Theodore Roosevelt and Woodrow Wilson. In state and local affairs the Progressive Movement brought about such changes as the direct primary, popular election of United States Senators, and "home rule" for cities.

The Independents. Another change in city governments involved the effort to take party politics out of the city affairs. New leaders appeared who called themselves Independents. In Toledo many

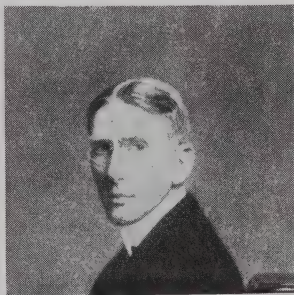
Democrats and Republicans supported the Independents in city affairs. However, they continued to be Democrats or Republicans in state and national affairs. Both of Toledo's leading newspapers, the **Blade** and the **Bee**, believed in the Independent idea although they did not support all of the Independent candidates. It was hoped that city affairs would be put on a more businesslike basis.

"Golden Rule" Jones. Samuel M. Jones was Toledo's first Independent mayor. He was mayor from 1897 until his death in 1904. He gained the title "Golden Rule" Jones because the employees in his business, the Acme Sucker Rod Company, enjoyed many benefits quite uncommon at that time. The men had an eight-hour day, vacations with pay, profit sharing, picnics, concerts, and other unusual benefits.

For the city of Toledo Mayor Jones worked for such reforms as the eight-hour day for policemen, use of the civil service system in appointment and advancement of police, city-directed garbage collection, free kindergartens, and enlarged park and playground systems. He also started the plan of making tramps work for a night's lodgings. "Golden Rule" Jones in general had a great deal of sympathy for the poor and under-privileged.



"Golden Rule" Jones.



Brand Whitlock
(Courtesy Toledo Public Library)

In 1898, in order to help the cities have "home rule", Mayor Jones was one of a group which organized the League of Ohio Municipalities. Jones' work, and that of his successor, Mayor Brand Whitlock, was very important in making the "home rule" movement successful for Ohio cities including Toledo.

Home Rule Government. During the Ohio Constitutional Convention of 1912 the right was given to Ohio cities to make their own charters. Article XVIII—an amendment to the state constitution—reads in part:

Municipalities shall have the authority to exercise all powers of local self-government and to adopt and enforce within

their limits such local police, sanitary, and other regulations as are not in conflict with general laws . . .

Any municipality may frame and adopt or amend a charter for its government and may . . . exercise thereunder all powers of local self-government.

This article was written by Mayor Brand Whitlock of Toledo and by Mayor Newton D. Baker of Cleveland. Mayor Whitlock had first been elected as an Independent in 1905. He was a friend of Mayor Jones and carried on his policies.

Toledo's New Charter. In the November election of 1913 the people of Toledo voted for a "charter commission", a group of 15 men who were to write a charter for the city of Toledo. This was done the following year. The charter was put into effect on January 1, 1916. The new charter gave many powers to the people of the city:

1. Voting for candidates for city offices was on a non-partisan basis.
2. Candidates were nominated at primary elections; those who were successful in the primary elections were on the ballot in the November election.
3. The officials voted for included mayor, vice-mayor and one councilman from each ward.
4. The citizens could control the mayor and council by:
 - (a) Requiring Council to consider and put to a vote ordinances (laws) which a certain percentage of the people proposed.
 - (b) Let the people vote on the ordinance even if Council did not pass it.
 - (c) Twenty-five percent of the voters may petition for a general vote to recall any official.
 - (d) Expenditures of \$500,000 and over for improvements must be voted on by the people in special elections.
5. A city civil-service commission was established to provide a basis for appointments of police and firemen. Provision was also made for amending the charter.

Changes made in later years include the right of Council to appoint a city manager and one of its own members as presiding officer and mayor. This was adopted in 1934. Another change is that wards are no longer the basis for representation to Council. All councilmen are elected by the voters at large. These changes show

the desire of the people to take party politics out of city government. It was felt that the city government could, in this way, be run in a more businesslike and efficient manner.

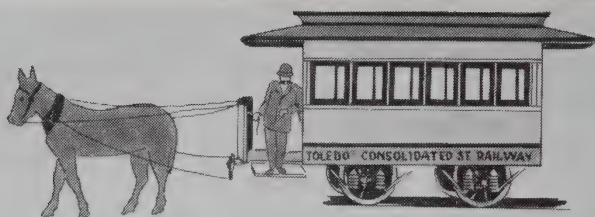
The State Constitution still provides strong state control over the financial matters of Toledo and all other cities and villages. No city may borrow money to the value of more than 5% of its property valuation. After the debt is 1% of the property value, a special vote of the people of the city is necessary to borrow up to 5%.

The Public Becomes Suspicious of the "Utilities". One of the beliefs of many followers of the Progressive Movement was that "big business" should not control the "public utilities", that is, such things as street cars, gas companies, and electric power plants. Progressives believed that if "big business" did control the "public utilities" it would be able to charge high prices and do things that were unfair. Some cities tried city ownership but were usually unsuccessful. As a rule private companies were more successful in these enterprises.

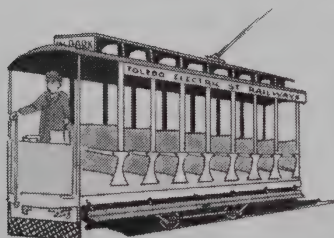
There was always a struggle between the citizens and the companies which operated the "utilities". Of course, the company wanted to be able to pay expenses and make a reasonable profit. The people were anxious to have reasonable rates and good service.

Toledo's Contest With The Standard Oil Company. Toledo had some tussles with "big business". The first one was with the Standard Oil Company which, in the 1880's, controlled most of the natural gas wells of Northwestern Ohio. Toledoans feared that the Standard Oil Company would establish a monopoly of the natural gas supply. Therefore, in 1887, the people decided to buy gas wells near Findlay and build pipe lines leading to Toledo. The gas supply soon gave out and the wells were sold. After that, private enterprise supplied the gas. Many Toledoans blamed the Standard Oil Company for the failure of public ownership. It was claimed that Standard built wells so as to draw off Toledo gas.

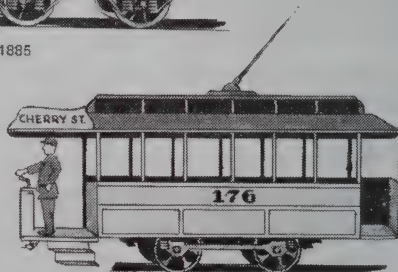
Toledo's Contest With The Street Car Companies. In the 1890's and early 1900's the people of Toledo especially resented the actions of the Toledo Railway and Light Company. By 1896 this company owned all of the street-car facilities in Toledo, and, by 1907, it controlled almost all of the companies producing gas and electricity in the city. The people of Toledo felt that this was a monopoly and called the company the "Big Con". The company claimed that the extension of the street railways had been a patchwork affair. It was said that one route had been tacked on to another, and that power plants were poorly placed in various parts of the city. It was felt



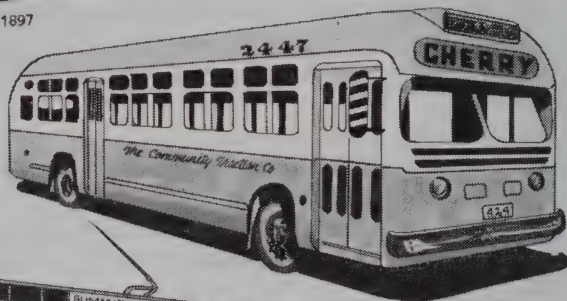
1885



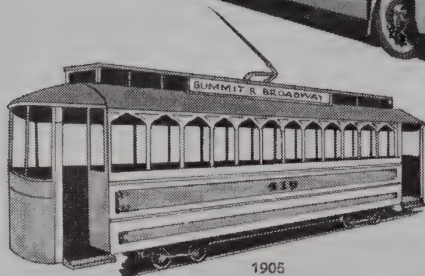
1897



1900



Today



1905



1945

Evolution of Street Cars.

that the only way to make for efficiency was to consolidate all of those facilities into one system. By so doing they would cut out lines that were too close together and build new ones where they were needed according to better planning.

From 1904 until 1921 the people of Toledo and the "Big Con"

fought one another continually. Many people declared that such a big company needed to charge only a three-cent fare. Policemen rode on the buses to keep order in case of arguments. The company said that with the three-cent fare they could not meet the expenses of running an efficient street-car system. The people claimed that the service was bad; the company said they could not afford more cars nor could they raise wages for the workers. Toledo was once without service for over a month when the company ran all the cars into Michigan.

Private Ownership With Government Regulation. Both sides learned that prolonged fighting was getting them nowhere. Council finally passed an ordinance establishing a three-cent fare and the case went to court. The courts decided that the company could not meet expenses at the three-cent fare.

In 1920 John M. Killitts, judge of the United States District Court in Toledo, appointed two commissions. One, headed by Henry W. Ashley, drew up a city-ownership plan for street-car and bus lines. The other, headed by William L. Milner, prepared a plan for private ownership under the Community Traction Company. This was a "service-at-cost" plan and provided for a six-cent fare with a formula by which, in the future, the fare was to rise or fall in proportion to costs. A Board of Control, appointed by the Mayor, was to see that the formula was properly applied. A Street Railway Commissioner was to help the Board.

In the November election of 1920 the people overwhelmingly voted for the Milner Plan of private ownership with service at cost. The rising costs of production resulting from World War I probably were the main cause of the change of people's minds. This plan, with some changes, is still in force. Bus service has entirely replaced street cars. Fares have risen gradually with the increased costs of living, equipment, and operation.

VOCABULARY

- | | | |
|----------------|--------------------|---------------|
| 1. basis | 5. facility (noun) | 9. reform |
| 2. charter | 6. monopoly | 10. utilities |
| 3. consolidate | 7. municipality | 11. violation |
| 4. expenditure | 8. ordinance | |

THINGS TO REMEMBER

1. What was the relationship between the "home rule" of the cities and the Progressive Movement?
2. How did Samuel M. Jones help Toledo?
3. What rights did Article XVIII of the Ohio Constitution give to Ohio cities?

4. What were some of the powers which the city charter gave to the people of Toledo?
5. What troubles did the people of Toledo have with the "Big Con"? How were they finally settled?

CHAPTER 2

State and Federal Government Help to Solve Local Problems

Many problems of the cities could not be solved by the cities themselves. Toledo and Lucas County people had to depend upon the state and federal governments to take care of numerous things which were of statewide or of national importance. For instance, the regulation of wages and hours of workers and the control of child labor were problems for the state and nation. The same was also true of the construction and maintenance of highways. All states had problems relating to poor relief, taxation, and the support of schools. In many cases if states or localities made their own laws about these things, other states or localities would pass laws involving less expense and lower standards. This would cause constant rivalry and confusion.

Changes in the Ohio Constitution in 1912. The Constitutional Convention of 1912, which gave the cities home rule, also amended the Ohio Constitution so that the state legislature could take care of the problems which were common to the whole state. Provision was made for the following: (1) the state legislature could pass laws relating to hours and wages of labor, and workmen's accident insurance and compensation, (2) establishment of a system of primary elections by which state and local officials were to be nominated, (3) people were given the right to propose laws by petition (the initiative) and to compel a vote of the people (a referendum) on laws passed by the legislature, (4) plans were made for state income and inheritance taxes.

Much later (in 1949) the use of the office-type ballot was established. On this ballot the names of candidates are listed under the title of the offices for which they are running instead of under the title of the party to which they belong. In this way people are able to concentrate on the candidate instead of on the party.

Highways. The local, state, and federal governments all work together to keep up various types of highways:

1. Main, marked roads are paid for entirely by the state.
2. Inter-county highways for which the state pays half.
3. County and township roads are mainly supported by the county but receive a share of the gasoline tax.
4. Great cross-country trunk highways for which the United States pays half and the state half.
5. Toll highways are built by the state and are kept up by money which is collected from the people who use these roads.

Northwestern Ohio has all of these kinds of highways. Thus the people who live in this area are able to transport products of farms and factories so that everyone may benefit.






Special Legislation for Urban Areas. The state makes special provision for the welfare of its citizens who live in cities and work in industry. The State Department of Industrial Relations sees that laws are passed which set good standards of safety and health in factories and mines. Other laws require employers to insure their workers against injury by accident. The state restricts children under 16 in respect to work in industry during school hours. Since 1921 young people between 16 and 18 may work if they have completed the 7th grade and have a job. In such cases a work permit must be secured. The Department also sets up boards to determine minimum-wage standards for women and children, and detailed provisions regulating their employment.

Laws Relative to Education. The State Department of Education sets the qualifications which teachers must have if they wish to obtain certificates to teach in the state of Ohio. There are state teachers' colleges at Ohio State University, Ohio University at Athens, Miami University at Oxford, Central State College, Wilberforce, and at Kent and Bowling Green. Private and municipal universities also have authorized teacher training departments.

The State Teachers' Retirement Board takes care of the money which teachers are required to pay into the retirement fund as well as the funds which are contributed by the Boards of Education. At the retirement of the teacher a pension is paid which is determined by age, years of service and the amount paid in.

The state gives financial aid to both rural and city school districts. Cities do not receive as large a percentage of the costs of operating the schools as do the rural districts because the cities are supposed to have greater ability to pay for their schools. This is

OFFICIAL PARTY TYPE BALLOT

 	 	
REPUBLICAN TICKET	DEMOCRATIC TICKET	INDEPENDENT TICKET
For Governor, CARMİ A. THOMPSON	For Governor, VIC DONAHEY	For Governor,
For Lieutenant Governor, WILLIAM H. CHATFIELD, JR.	For Lieutenant Governor, EARL D. BLOOM	For Lieutenant Governor,
For Secretary of State, THAD H. BROWN	For Secretary of State, WILLIAM D. FULTON	For Secretary of State,
For Treasurer of State, HARRY S. DAY	For Treasurer of State, WILLIAM J. HILER	For Treasurer of State,

OFFICIAL OFFICE TYPE BALLOT

LUCAS COUNTY

- a. To vote for a candidate place "X" in the rectangular space at the left of the name of such candidate.
- b. If you tear, soil, deface or erroneously mark this ballot, return it to the precinct election officers and obtain another ballot.

USE "X" ONLY IN MARKING BALLOT

For Governor <small>(Vote for not more than one)</small>	For Representative to Congress <small>(Vote for not more than one)</small>
JAMES A. RHODES Republican	FRAZIER REAMS
FRANK J. LAUSCHE Democrat	IRVING C. REYNOLDS Republican
For Lieutenant Governor <small>(Vote for not more than one)</small>	THOMAS LUDLOW ASHLEY Democrat
GEORGE D. NYE Democrat	For State Senator <small>(Vote for not more than two)</small>
JOHN W. BROWN Republican	RAYMOND E. HILDEBRAND Republican

(Courtesy Lucas County Board of Elections)

called the School Foundation Program. Edward L. Bowsher first put the School Foundation Program into operation in 1935. At that time Mr. Bowsher was the State Director of Education for Ohio. He later became Superintendent of Schools in Toledo.

Public libraries are state supported. The major part of the money for this purpose comes from a state tax on such things as stocks, bonds, and mortgages (called intangibles). Most of the money for the Toledo Public Library, Sylvania Public Library, and the Lucas County Library in Maumee is granted from this fund by the Budget Commission of Lucas County after the libraries have submitted their budgets to the Commission.

The State Protects the Health of Citizens. The State Departments of Public Health and Agriculture have charge of the protection of the health and safety of the citizens of Ohio. The Departments stop the pollution of streams, the dumping of garbage and refuse in public places, selling drugs without license, and other dangerous practices. A check is made to be sure that people who sell drugs are licensed. The standards of purity and richness in butterfat of milk and ice cream are set by the state. Local boards of health help to enforce these laws and many others, including registration of all births and deaths.

All persons whose professions affect the public health must be licensed by the state. These include: architects, accountants, engineers, doctors, dentists, nurses, barbers, beauticians and hair dressers, embalmers and funeral directors, optometrists and pharmacists.

Service and Safety Measures. The Ohio Bureau of Motor Vehicles tries to protect the public safety by licensing all motor vehicles and drivers. The state highway patrol enforces speed and safety laws on the highways.

The Public Utilities Commission of the State of Ohio protects the people in many ways. It passes upon the fares of buses and railroads operating entirely within the state and may also investigate the services and schedules of bus companies. The safety of the public is further provided for by the establishment of grade crossings and other safety devices. The Commission sets the safety codes for trucks and trailers and drivers' qualifications. Gas rates are subject to its review.

Liquor Licenses. The State of Ohio requires that all people who operate places where liquor and beer are sold must have licenses. The state itself has stores where people must go if they wish to buy

intoxicating liquor (not beer) or light wines in packages or bottles. This has to be taken out and used elsewhere.

Cities or townships in the state may vote not to permit the sale of intoxicating liquors within their limits. This is called "local option".

Changes in State Taxation. With the coming of the 20th century, the tax laws of Ohio were found to be unsuitable. New plans for taxation had to be worked out. Taxes were obtained in the following ways: (1) owners of stocks, bonds, and mortgages were given a lower tax rate than that levied on real estate; (2) in 1933 the tax on buildings and land was limited to 1% of the value (although cities may raise it to 5% by special vote); (3) taxes were placed on incomes, inheritances, liquor, cigarettes, and gasoline—50% of the tax on income and inheritance must be returned to the district where it was collected; (4) a state sales tax was levied upon all purchases except food; this money was to be used for public schools, local governments, poor relief, and old age pensions. The money from the sales tax is apportioned to localities as follows: 75% is based on the property valuation and 25% on the population of the county.

VOCABULARY

- | | | |
|----------------|----------------|---------------|
| 1. code | 4. maintenance | 7. petition |
| 2. concentrate | 5. option | 8. referendum |
| 3. initiative | 6. optometrist | |

THINGS TO REMEMBER

1. In 1912 why was it necessary to make changes in the Ohio Constitution?
2. What provisions are made for keeping up the highways of Ohio?
3. What changes in the Ohio Constitution helped Toledo?
4. Why are standards set up for the education of public school teachers?
5. In what manner are public libraries supported?
6. What duties of the State Department of Health and Agriculture benefit citizens of Toledo and Lucas County?
7. In what other ways were the laws changed to take care of city problems?

CHAPTER 3

State and Federal Aid During the Depression

In 1929 a terrible depression hit the American people. Times continued to be hard for several years and money set aside by the cities and counties for relief was all used up. Thousands of city people had no jobs and, therefore, no funds with which to buy food, make payments on houses, pay taxes, or meet other bills. Many citizens were near starvation. They had cashed in their insurance policies, used their savings until the banks failed, and practiced economy in every way possible. Rent and grocery bills could not be paid; some people had their houses and other possessions taken from them. All of the efforts to economize were not enough. It was estimated that in Toledo, in 1930, the loss of wages due to unemployment, was \$20,000,000. Only \$600,000 could be paid out for private and public relief.

It was evident that Lucas County would have to ask help from the federal government. In 1933 Toledo and Lucas County received \$500,000 from the Federal Emergency Relief Administration. Most of this was direct aid (gifts for which no work was done in exchange). **Work Projects Administration.** The Federal government developed a "work relief" program by which people would work for the aid they received. This plan was in operation from 1935-1942. During these years the Federal government, through W.P.A. (Work Projects Administration), spent \$62,000,000 in Toledo and Lucas County. The main purposes of the plan were:

1. To provide jobs for unemployed men and women.
2. To keep families together and prevent unrest and crime.
3. To preserve the working skills of men and women.
4. To preserve self-respect which comes through working for what one receives.
5. To put money back into circulation and so help business recovery.

W.P.A workers kept in constant touch with the United States Employment Service (U.S.E.S.) to see if there were jobs available in private industry. (This is now the Ohio State Employment Service.)

In Lucas County and nearby the W.P.A. carried on several worthwhile projects. Many new buildings were constructed at the Zoo. Work was done on the municipal airport; over 330 miles of roads were

improved and the Anthony Wayne Trail was built; over 150 miles of sewage lines were installed and over a thousand miles of ditches and creeks were improved and extended. William H. Roche Tuberculosis Hospital was built to provide the special care which ordinary hospitals are not equipped to give. Work was done at the Toledo State Hospital and the grounds of the University of Toledo were land-



Federal Aid During the Depression.

scaped and the stadium built. A Sewing Center was started and clothes were made for the needy and then distributed to them. An immunization project gave tests for diphtheria and tuberculosis. Several nurseries were set up in the Toledo Public Schools. These were for pre-school children and provided care for most of the day. In this way each child received at least one good meal every day. There were many other projects which helped Toledoans and gave them work during the difficult days of the depression.

The Federal Government Makes Provision for the Future. The United States Government looked toward the future and tried to set up standards to provide for social security, unemployment compensation, and help for agriculture. Such things are nationwide in importance and the federal government must help to take care of them. These problems cannot be solved by one state at a time because other states would pass laws which might take business away from neighboring states.

Social Security was established in 1935. One phase of this is old age insurance. This provides a system of monthly payments to workers 65 years of age and over. The worker, during the time of employment, automatically pays into this fund and so does the employer. Another phase of social security is unemployment insurance. A fund was established by having a payroll tax on the employer. When unemployment comes a worker is paid a moderate sum for 26 weeks in proportion to the amount paid in.

Federal aid was also given to the states for the care of "unemployables", that is, mothers, children, the blind, the crippled, and the aged. These agencies are all administered by the State Bureau of Unemployment Compensation and State Department of Public Welfare.

Housing Problems. The depression brought into focus a serious housing problem which had stemmed from a population shift from agricultural to industrial areas following World War I. There were not enough decent, safe and sanitary homes for low income families because private building had not been able to keep pace with the immigration experienced at that time. Slum areas needed to be cleared of overcrowded and unsanitary living quarters, but local communities could not take care of this problem.

In 1933 the Ohio state legislature enacted the first Housing Law which permitted local communities to create Metropolitan Housing Authorities under the direction of the State Board of Housing. The local housing authority was authorized to construct and operate low income housing projects for low income families. The money for the

building was to come from Federal agencies such as the Reconstruction Finance Corporation, the Public Works Administration, and finally from the sale of Government bonds to private purchasers at a low interest rate.

On November 14, 1933 the Toledo Metropolitan Housing Authority held its first organizational meeting at which time Mr. Charles F. Weiler was elected chairman. Mr. A. G. Spieker, local contractor



Children Enjoying Spray Pool at Weiler Homes.

(Courtesy Toledo Metropolitan Housing Authority)

and present chairman, was appointed by the Mayor of the City to the Housing Authority Board on November 9, 1934 and was elected chairman of the Board on October 1, 1935.

The original project constructed in Toledo was opened for occupancy to low income families September, 1937. It is known as the Brand Whitlock Homes, consisting of 264 dwelling units, and constructed with Public Works Administration funds. This project was federally owned and was designated as a PWA project. Other projects built in Toledo following the opening of Brand Whitlock Homes were: Charles F. Weiler Homes, Brand Whitlock Extension, Ravine Park Village, Albertus Brown Homes, Port Lawrence Homes and Birmingham Terrace. These six projects consisting of 1175 dwelling units are known as Aided Projects, inasmuch as they were built by the Toledo Metropolitan Housing Authority with Federal aid.

Rents on all of the above apartments are based entirely upon family composition and family net income. When a family's income exceeds the income limitations established by state law such family is required to vacate the project within six months. However, quite often it is very difficult for families who are required to vacate public

housing to find other decent, safe and sanitary housing at rents they can afford.

Other Types of Help. In an effort to help people who could not pay their mortgages, the federal government set up the Home Owners' Loan Corporation which aided in re-financing the mortgages. That means writing a new mortgage at reduced value with the government guaranteeing that it will be paid. The Federal Housing Authority guaranteed the payment of loans at low rates of interest over a long period of time and thus encouraged the private building of homes. Lucas County banks joined the Federal Deposit Insurance Corporation and thus established funds which insured the depositors' savings up to \$10,000 in the bank in case the bank should fail.

Whitney and Macomber Vocational High Schools were constructed with money loaned by the Public Works Administration. The farmers in Northwestern Ohio were helped by the Agricultural Adjustment Administration by being shown that if they reduced their crops, prices would be increased.

The state and federal governments helped the people of Lucas County in many other ways during the depression, and times gradually improved.

VOCABULARY

- | | | |
|-----------------|-----------------|--------------------|
| 1. administer | 4. depression | 7. slum area |
| 2. compensation | 5. eligible | 8. social security |
| 3. dependent | 6. immunization | 9. stadium |

THINGS TO REMEMBER

1. How did the depression of the 1930's affect the people of Toledo?
2. What were some of the ways in which the Federal government tried to help the people during the depression?
3. How did the Federal government try to provide for the future so that Americans would not again suffer so much if there was a depression?
4. In what ways are housing problems being solved?

UNIT ACTIVITIES

1. By means of a series of sketches show how "home rule" was necessary for cities. (Show what city problems could be solved by self-government.)
2. Plan a brief dramatization to show the benefits which "Golden Rule" Jones' workers enjoyed.
3. Write a news item telling of how Brand Whitlock helped promote home rule.

4. Make a collection of news items which tell about the work of the City Council. Try to check these against some of the provisions of the Charter of Toledo.
5. Plan and demonstrate a discussion which might have taken place between two street-car riding citizens of the early 1900's in Toledo.
6. Make a chart with two columns: (1) list arguments for city ownership of street cars and buses, (2) arguments for private ownership of the street cars and buses.
7. On a map of Toledo mark with different colored lines the various types of highways.
8. Illustrate by sketch, painting, cartoon, or in some other way the different ways in which state legislation tries to aid cities.
9. Do some reading about the Work Projects Administration and report to the class.
10. By means of photographs, sketches, or in other ways show some of the ways that W.P.A. helped Toledo.
11. By means of a chart or an outline show how the Federal government planned help for people in their advanced years.
12. Try to find out some things about slums and slum clearance. Visit a housing unit also, if possible. Plan a group discussion on the subject of good housing.

BOOK LIST

Barclay, Bernadine F., **Homes of Today.**
 Bare, Virginia M., **Come Summer.**
 Beaty, John, **Story Pictures of Transportation and Communication.**
 Beim, Loraine, **Across the Bridge.**
 Bianco, M. W., **Winterbound.**
 Brown, C., **No Trouble At All.**
 Clymer, Eleanor, **The Latchkey Club.**
 Conklin, Groff, **All About Houses.**
 Dalglish, Alice, **America Travels.**
 Downes, R. C., **Industrial Beginnings.**
 Dreyer, Doris, **Big City Homes.**
 Robinson, E. F., **Houses in America.**
 World Almanac.
 World Book (Encyclopedia).

VISUAL AIDS

1. Defending the Cities' Health (film with sound).
2. Growth of Cities—American History Series (film with sound).
3. Housing in America (film with sound).
4. Our Greatest Heritage—Process of Voting in Ohio (film with sound).

Unit 9 **Various Nationalities and Races in Northwestern Ohio Become Americanized**

CHAPTER 1

Lucas County has been one of the most active "melting pots" for the making of Americans. People who came from many nations of the world to live in Toledo have created a cosmopolitan city. People also came from other parts of the United States. A surprising number of Toledo's famous people were not natives of the area. They include: Morrison R. Waite, Edward D. Libbey, Michael J. Owens, Edward Ford, "Golden Rule" Jones, Brand Whitlock and others.

At first, when the various races and nationalities began to move in, there was some discord and fighting. Almost every race and nationality came to Lucas County. Among those who settled in the area in rather large numbers were: English, Irish, Germans, Jews, Negroes, Polish, Bulgarians, Hungarians, Czechoslovakians, Greeks, Syrians, Italians, some Russians and a few Chinese. Other nationality groups are also represented. In the early days members of the same race or nationality tended to gather in one or more sections of the city or the county. They were uncertain about the customs of the country and they needed to learn the English language. It was easier for foreigners to adjust themselves to American customs by means of their own churches, newspapers, banks and clubs. As time went on, the various groups learned to get along together and work with one another for the benefit of every one. Many families left the section where they had first settled and moved into other parts of the city or county.

Germans. Among the early arrivals were the Germans. They were an industrious, persevering people. Two of their outstanding accomplishments were the draining of the farms in the Black Swamp, and the planting and cultivating of grapes which they made into wine.

In the Toledo area the Germans first settled in the Nebraska Avenue district and their gathering place was Lenk's Park (now City Park). They had a strong tendency to organize so they started churches, clubs, and societies. There were athletic clubs, rifle

clubs, workers' benefit societies, and music organizations. The birthdays of famous men, like the poet, Schiller, and the scientist, Humboldt, were also occasions for celebrations.

For quite a while the Germans had many of their social affairs and parades on Sunday. It was a custom common in Europe but viewed with some disfavor by many Toledoans. They found it hard to understand the brass bands and noisy celebrations of the Germans, especially since they would often be going on at the same time when the churches were having Sabbath worship. However, the Germans adapted themselves to the different living conditions of Northwestern Ohio and became good citizens. Some of the clubs and societies which they started still survive. This is especially true in the field of athletics. The Turners Society on Collingwood Avenue is one of these.

The interest in, and appreciation for, good music which many Toledoans possess is due, in part, to the fine work of Louis Mathias who taught over four thousand pupils to like and understand classical music. He also organized orchestras, opera companies, singing societies, and choruses and conducted music carnivals at Lenk's Park.

The Germans were interested in politics. From 1869 to 1885 three natives of Germany became mayors of Toledo. They were: William Kraus, Guido Marx, and Jacob Romeis. Romeis later went to Congress. There was a desire to read about the news and politics of their new land in the language of their ancestors. At one time there were four German-language newspapers in Toledo. Among these were **Die Express** and **Die Freie Press**. The German language was even taught in the elementary schools of the German neighborhoods until after the beginning of the first World War. For many years the teachers in the German districts also taught all of their subjects in both the English and German language.

Toledo Germans were unusually independent in their voting. They voted for Lincoln and the Republicans when they were all opposed to slavery. But, when the Republicans came too much under the influence of "big business" or favored anti-liquor legislation, the Germans supported the Democrats or some independent group. Toledo's modern political independence owes much to this early German influence.

During World War I many Germans were in the unhappy position of having their immediate families in the armed forces of the United States while their relatives in Germany fought on the other

side. There was some prejudice against German-Americans at the time. During the second World War, Americans of German birth or ancestry watched with dismay while Adolf Hitler led their homeland to destruction and to desertion of the freedoms which were the pride of so many Germans. For the most part German-Americans were loyal to the United States during both wars.

The Irish. The first Irish immigrants came to Northwestern Ohio to help dig the Wabash and Erie Canal. They were used to a low standard of living conditions in Ireland. They worked for low wages and, as a result, still lived in poverty even after they were in America. This angered the native residents of the Lucas County area. They blamed the Irish for the spread of diseases such as malaria and cholera. The intolerance and snobbishness directed against the Irish brought about much anger and distrust.

As a matter of fact, the Irish were likeable, hardworking and loyal. They possessed a wonderful sense of humor and loved to sing. It must be admitted that they were somewhat excitable and could enjoy a good fight. After a while they worked out a better standard of living and moved to better quarters. They gathered in the "Hill area" near majestic St. Patrick's Church on Lafayette Street. By 1870 the Irish numbered about a third of Toledo's population. They loved their church and deeply respected their pastors. In Ireland the English had made worship quite difficult for the Catholics. That made them all the more loyal to their faith. In Toledo the priests helped the people a great deal. Father Edward Hannin of St. Patrick's Church was an outstanding priest of his time. He set an example of levelheadedness. His patience with the Irish parishioners helped them to overcome their feeling of inferiority and persecution. Father Hannin waged a lifelong war against intemperance and rowdyism.

Memories of Ireland were kept alive by huge St. Patrick's Day celebrations with parades, banquets and speeches. Visiting lecturers told of what was happening in old Ireland and urged all good Irishmen to work for the freedom of their homeland.

Almost all of the Irish were Democrats, and strong political organizations grew up in the "Irish" wards. The Lucas County offices and City Council have seldom been without their Irish members.

Jewish Citizens. Since before the Civil War there have been people of Jewish ancestry in the Toledo area. Among the early business men were Solomon Van Noorden, William and Lehman Kraus, Joseph Roth, Joseph Koch, and J. J. LaSalle. When the Jewish people or-

ganized it was in a religious way. In 1863 the B'nai Israel congregation was formed. The members chose Solomon Van Noorden as their leader. The synagogue was located in various downtown buildings until 1913. At that time a new building was constructed at the corner of Bancroft and Twelfth Streets. In addition to the synagogue, quarters for clubs were provided. There was also a place for a Hebrew school in which the youth of the congregation received instruction in the history, language and religion of their ancestors. Many of the clubs were of a cultural type since the Jewish people have always had a love for learning.

Collingwood Temple is a Reformed Jewish congregation which was started in 1875 in the downtown area. After several moves, the Temple was completed in 1916. A new addition was completed in 1952.

There are three orthodox synagogues in Toledo: Congregation B'nai Jacob, Congregation Anshai S'fard, and Congregation Sharei Zedeck.

The Council of Jewish Women was established in 1896 as a national organization. The Toledo chapter was started in 1909. The Council serves as a medium for the exchange of ideas and seeks to set up studies on work which is of common interest.

There are many other clubs for both men and women. Some of them are of a religious nature while others are of a purely cultural character. A great deal of planning is done for the youth of the various parts of the city.

The Jewish people, both as individuals and through organizations, have made many contributions to the welfare of their city. There were Mayor Cornell Schreiber, Aaron Cohn, lawyer and judge, Sigmund Sanger, who was on the Board of Trustees of the Public Library for many years, Dr. Louis Jacobson, and others in business and industry.

In 1952 the B'nai Israel congregation, under the leadership of Rabbi Morton Goldberg, assumed leadership in interfaith cooperation when they bought a tract of land on Kenwood Boulevard near the Terminal Railroad tracks. Both the Ursuline nuns and the Toledo Board of Education had wanted portions of this land, so the congregation presented more than eleven acres of it to the Catholic Ursuline Community and then signed over to the Toledo Board of Education enough land to enlarge the playground of the Old Orchard School. On the remainder of the land the new B'nai Israel Synagogue was

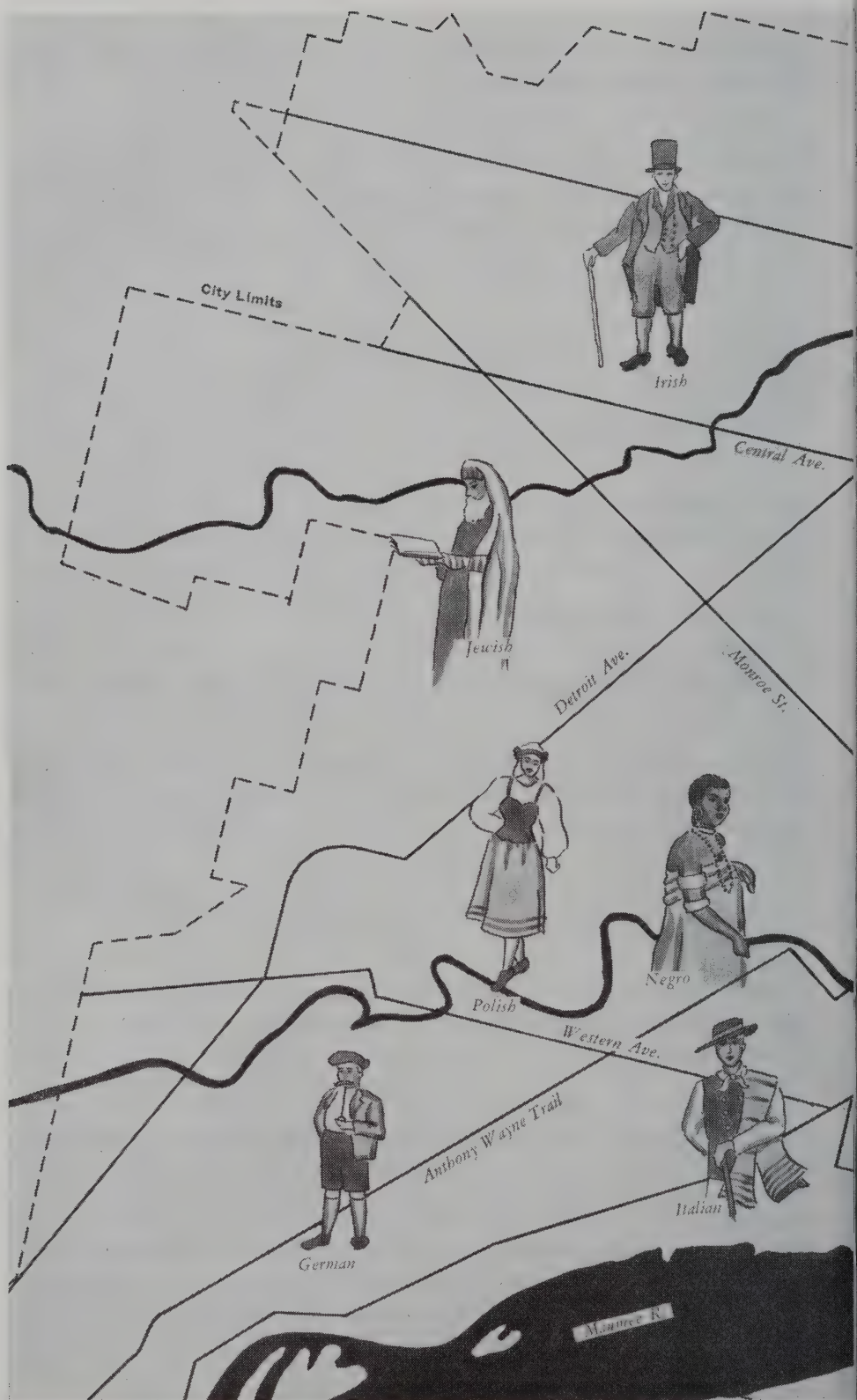
built. The "no fence" policy is to be tried in regard to the recreation areas of all three groups.

A far-reaching and most ambitious achievement was the Jewish Community Center which was opened September, 1953 in a beautiful new building at the corner of Collingwood Avenue and Virginia Street. Facilities for recreation and entertainment are provided for both the youth and grown ups of the Jewish faith and for any others who care to make use of the building.

Negroes. Before the Civil War there was only a scattering of Negroes in Lucas County. They had no pride in a country which permitted the South to deny freedom to the slaves. They realized that even in the North they had no rights or safeguards such as the white men had. After the war was over, the Negroes felt that they did have a country of their own. But it was years before the Negroes had anything like equal rights in Lucas County. There was, at first, even opposition to their wish to build their own churches. The first Methodist and Baptist churches were very ramshackle affairs indeed. It was not until 1871 that the Board of Education abolished segregation in the public schools.

In earlier times most of the Negroes were Republicans because they regarded Abraham Lincoln and the Republican Party as responsible for the freedom of Negroes. In more recent times many Negroes have become Democratic because of the laws which were passed during Franklin D. Roosevelt's administrations. Several pieces of legislation sought to protect the "forgotten man". Negroes benefit by social security, public housing, and, to some extent, fair employment practices. Slowly and by their own efforts, Negroes are gaining for themselves more of the rights and privileges which white people enjoy.

Later Immigration from Europe and the Near East. In the later years of the 19th and in the early 20th century, thousands of immigrants came to Toledo from the countries of central Europe and the Near East. They were Poles, Hungarians, Czechs, Italians, Bulgarians, Greeks and Syrians, and many other nationalities. There were many reasons for the migrations of these people from their homelands to America: (1) the use of machinery and the development of large farms put many small farmers of Europe out of production; (2) the partition of Poland among Austria, Germany, and Russia; (3) the unwillingness of Czechs and Slovaks to serve in the armies of nations which had conquered them; (4) the necessity for young men to leave their European homes to find work so as not to be a burden to their parents. Those who came to the United States wrote back



Some Toledo



National Groups.

home and urged their relatives and friends to come to the new land. Many came to America expecting to return to their native land.

At first each nationality group kept to itself. To native Americans this seemed quite clannish. However, the new arrivals needed to help each other to learn the new language and customs. They were also uncertain of their welcome in America. Quite often native Americans and older residents of this area showed a decided lack of understanding for the problems of the newcomers and were not at all helpful.

The children of the immigrants learned the language and some of the customs of the new land. At first some of the young people got into difficulties both with their parents and with the law because they did not quite understand American ways and were unsure of themselves. Often loyalty to family standards and to the new American standards was impossible.

The Poles. A great love of freedom and a desire to own land brought many Polish people to America. They began coming to the Toledo area in the 1870's and 1880's and gathered in two neighborhoods: the Lagrange Street section and the Nebraska Avenue area. Most of them were loyal to their nationality and to their church. (The modern Polish state did not have its independence until 1919.) In 1874 sixty families, under the leadership of Father Lewandowski from Cleveland, started St. Hedwig's Church on Dexter Street near Lagrange. The one church served both the Lagrange and Nebraska areas until 1880. At that time the people in the Nebraska district withdrew and established St. Anthony's Church. Since then several new parishes have been formed to accommodate the growing population.

When the first Poles came to Toledo they worked in the factories, on the docks, and in the fields. Most of them had little or no money to start with, but because of courage, frugality, and hard work they prospered. They organized their own banks and loan societies to make possible the purchase of land and the building of houses.

Many of them attended citizenship classes and became naturalized citizens. Parents saw the value of education and sent their children to high school after they had completed the elementary grades. Some of the younger people became excellent business men or entered the professions and were able to give a great deal of help to their own people. Sports of many kinds were always a major interest among the Polish people. The Polish Falcons still sponsor the "Old

Timers" baseball game between the men of the fourth and fourteenth wards (the Nebraska and the Lagrange districts). Citizens of Polish birth or ancestry have had an important part in the growth and prosperity of Toledo and Lucas County.

Hungarians. In 1892 a hundred families came from Hungary to the Birmingham district in Toledo to work in the mills of the National Malleable Castings Company. By 1905 there were over three thousand Hungarians in this district. They were a sturdy, high-tempered people, extremely proud of their ancestry. Most of them came from rural areas, but in Toledo they worked in factories. Their love for the land was shown in the beautiful gardens they had around their small homes. They even made gardens in their front yards.

One of the early settlers in the district was John Strick. He prospered and was able to buy a large piece of property on which he built a business block. He also became a steamship agent, ran a saloon, and owned a grocery.

The majority of the Hungarians are Catholics. St. Stephen's Church was organized in 1898. Monsignor Eordough came in 1913 and has for many years superintended the growth and development of the church, the school, and other allied organizations.

The Hungarian Reformed Church was started in 1903. The Rev. Stephen Harsanyi was pastor for several years. In their community the Hungarians have always practiced religious tolerance. Their Catholic Community House was noted for its work among all the people of the district.

As a group the Hungarians are extremely fond of music and dancing. Their parties were high spots in the lives of the people in the community. Hundreds of people, from grandfathers to small children, would go to Strick's Hall on Saturday night. There would be dancing, singing, and refreshments. Everyone had a good time and almost everyone would appear at church the next morning.

The American Hungarian League was organized quite soon after the immigrants began coming to the district. The League was to promote American colonization and encourage Americans of Hungarian birth to complete their citizenship. The Hungarians were anxious that their children receive good education. The young people took advantage of the opportunities offered and went into business and the professions. There are in the Lucas County area many physicians, lawyers, labor leaders, businessmen and women, and political leaders who are of Hungarian birth or ancestry. The love for art and music has shown itself in many contributions to the arts.

Czechs. The major immigration of the freedom-loving Czechs to the Toledo area occurred about 1907. They settled in the same part of town as the Hungarians—the Birmingham district. They found work in the beet fields, in East Side factories and later at the Willys-Overland plant. Some continued to be tailors, a trade learned in the homeland. Right after the first World War a good many women came over because of the man shortage in Europe.

As a group, the Czechs have been quick to adopt American ways and were early taken in as a regular part of the community. They have always been interested in athletics. Soon after they came to America they organized a program of gymnastics for the young people of all ages. They later built a fine building which was used for sports of many types and was open to people of many ages. Mike Botek and Steve Stanec were among the leaders of the Czechs in Toledo.

There was a good family organization and the parents reared their children strictly. They believed in education and the younger generation tended to go to school just as long as they were able to manage. They are represented in the teaching profession, in politics, and almost every other business. The music, dancing, and the good cooking learned in their homeland are still enjoyed. Prosperity has come to many families because of their industry and thrift.

Bulgarians. The first major migration of Bulgarians to Toledo was in 1907. They colonized along Front Street on the East Side. At that time there was a demand for workers and many Bulgarian men came without their wives. Some were not married at all; others sent for their families later; still others made money in America and went back to Bulgaria to live. Toledo became known to some as the Bulgarian capital of America. There were about four thousand in the city in 1917. The census was said to have been taken by noting the number of loaves of black bread that were bought.

In 1917 Alex Kochanoff was the leader of the Toledo Bulgarians. Many of the men lived in his rooming house or would gather in his store to drink and talk for hours about countless topics of interest to the whole group. The Willys-Overland factory provided work for a large number of them. Others worked in East Side factories, on the railroads or in the sugar-beet fields.

The younger people took advantage of the educational opportunities offered by the Toledo schools. In fact, an immigrant boy from Bulgaria received the first diploma ever issued by Waite High School. He is Demeter Colchagoff who has become a leader among the for-

oreign born in Toledo. People of Bulgarian birth or ancestry in the Lucas County area are found in the professions, in politics and in business.

Greeks. During the last ten years of the nineteenth century a large number of people came from Greece to the Toledo district. In order to get started they would work at many lowly jobs. Some went into the restaurant business or opened stores of various types. Others had white-collar jobs. Their shrewdness in business helped them to become successful in their adopted land.

The social life of the Greek people in Toledo centered around the Greek Orthodox Church, Holy Trinity, located at Superior and Walnut Streets. Within the church, clubs and societies were organized to provide for leisure time. The Greeks adapted easily to new environments. They did not colonize as much as other nationalities

Syrians. The Syrians brought a rich heritage with them from the Near East. The first groups came in the 1890's and the early 1900's and were largely farmers and stock raisers. However, from ancient times the Syrians were traders. Thus among the early Syrian traders to settle in Toledo were Mike Nassr and Joe Dahrovge who became fruit and dry goods merchants. Today the stores of Syrian dry-goods and fruit merchants are an important part of the city's business.

Many of the younger generation of Syrians have gone into the professions. There are teachers, politicians and lawyers. Dr. N. F. Sallume of Syrian birth was one of the best known Toledo physicians for many years.

The Syrians are a devout people and have as their leader a patriarch whose advice is sought on many subjects, especially those relating to family life. Organizations within and outside of the church help to provide for the leisure time of young and old. Athletic clubs are especially favored.

Italians. Italians came to Toledo steadily from 1918 until 1929. Economic conditions in Italy were bad and many people wanted to go where there was better opportunity for advancement. They did not colonize as much as some of the other nationality groups had. By 1933 there were 10,000 Italians in Northwestern Ohio. They formed organizations for various purposes. The Italian Citizenship Club was an independent political organization. The older group of Italians hoped to assist the younger generation in taking its part in the politics of the city. The Sons of Italy were interested in the Americanization of Italians in the Lucas County area. Mrs. Asunto

DiSalle was president of the women's auxiliary. Her son, Michael V. DiSalle, a lawyer, was president of the Alba Club, a discussion group.

The Italians easily became a part of Toledo. They are engaged in business, in the professions and in politics. Lawyer Michael DiSalle became mayor of the city of Toledo and later was price coordinator of the United States government.

International Institute. The International Institute has been a unifying influence in the lives of thousands of Toledoans since 1920. It was started after the first World War to help the French war brides brought back by some veterans. These girls needed instruction in the language and customs of the United States. The Institute was started in the Baker Building but moved to the Y.W.C.A. where it had quarters for more than twenty years. In 1945 the Institute put on a campaign to raise money and bought the old Hardy home on Ashland Avenue. There is now more room for its expanded activities. The Institute taught hundreds of Toledoans to speak English and still assists prospective citizens to obtain naturalization papers. Displaced persons from World War II have found not only sympathy and understanding but practical help in solving their difficult problems. They found Miss Vera Vogt, the executive secretary, a friend and an advisor whose counsel they could follow with safety. She resigned in 1954 and Mrs. R. M. Rosenberg took her place.

There were, in 1954, more than 25,000 people of foreign birth in Toledo so that the work of the Institute remains a vital part of the lives of large groups of citizens.

VOCABULARY

- | | | |
|-----------------|----------------|----------------|
| 1. assume | 5. heritage | 9. prospective |
| 2. cosmopolitan | 6. intolerance | 10. shrewdness |
| 3. discord | 7. melting pot | 11. tendency |
| 4. frugality | 8. persevering | |

THINGS TO REMEMBER

1. In what ways have Toledo and Lucas County been a "melting pot" for the making of Americans?
2. What are some of the contributions made to the Toledo-Lucas County area by the various races and nationality groups which settled here?
3. In what ways has everyone benefitted because many different nationalities settled in Toledo?
4. What is the purpose of the International Institute?

CHAPTER 2

Education in Lucas County Adjusts to the Twentieth Century

In Ohio, children must go to school between the ages of six and eighteen unless excused under strict regulation. The school year must be at least thirty-two weeks long. Children are excused from school attendance if they cannot profit from it or if they are employed under an age and schooling certificate. In the latter case, they must have completed the seventh grade, and be 16 years of age. In order to get this "work permit", a young person must have the consent of his parents, a job in view, and a birth certificate or verified birth record. Application must be made in person at the Board of Education office.

School Administration Is Put on a Business Basis. For many years ward politics entered into the public school systems of Toledo and Lucas County. Members of the Board of Education were nominated by political parties and were elected one from each ward. The result was that appointments of teachers and administrators were often made on the basis of political preference. Contracts for buildings and supplies were sometimes awarded under political influences. A person would go to the member of the Board of Education from his ward to obtain favors. Finally, in 1898, the Ohio legislature passed the Niles law. This directed that the Board of Education should have only five members and that they be elected at large for a term of five years. Later the time was changed to four years. Part of the Board membership is elected every other year.

For several years the Toledo schools had a business manager who took care of building construction and the purchase of supplies. The Superintendent concerned himself with the appointment of teachers and their qualifications. In 1950 a change was made. The Superintendent of Schools became the head of the entire Toledo Public School System. The business manager became an assistant superintendent. Another assistant superintendent was assigned to educational affairs.

Operating the public schools is "Big Business" in the 20th century. In 1955 the estimated budget of Toledo Public Schools is over \$15,000,000. The educational staff numbers 1,595 and there are 44,500 students enrolled.

The public and parochial schools have largely replaced the private schools or academies. However, a few remain with their usual

high standards such as Lott Day School, Maumee Valley Country Day School, and the Rowe Nursery School.

Parochial Schools. There are many parochial schools in Toledo and Lucas County. The great majority of these are operated by the Roman Catholic Church. The Catholic parochial school enrollment in Toledo was 17,425 in 1955. It is the object of these schools to give children spiritual as well as other kinds of education. These schools are not supported by public taxes but by money from the pledges which the members of the church make to cover all of the expenses of the parish church. The Superintendent of the Catholic Schools is appointed by the Bishop of the diocese. The Toledo diocese includes several counties of Northwestern Ohio. It is the aim of the Catholic Church to have schools attached to all parish churches. The educational standards of the parochial schools are subject to the same legal controls as are the public schools. There are a few Lutheran parochial schools.

Public High Schools. The increased population of the 20th century made necessary an intensive building program in both city and county public schools. Early in the 1900's old Central High School at Michigan and Madison Avenue became inadequate. The city limits were so far away that many of the high school students could not get to and from school in a reasonable time. Two new high schools were built of almost the same architectural design. Scott High on Collingwood Avenue was opened in 1913, and Waite on the East Side was finished in 1914. In 1922 Libbey High was opened for students of the South Side. Woodward High has been in operation for North Toledo students since 1928. The completion of DeVilbiss High in 1931 in West Toledo provided a fifth general high school for Toledo young people.

Vocational High Schools. In addition to the five general high schools Toledo has two schools where young people may receive special high school training in the vocations. The Macomber Vocational High School (built in 1938) is for boys, and Whitney Vocational High School (opened in 1940) is for girls. These schools are financed partly by federal and state funds under the Smith-Hughes Act.

Catholic High Schools. In addition to public high schools there are in Toledo, Central Catholic High School, and the Notre Dame and Ursuline Academies for girls. Tuition is charged in all three of these schools. St. Francis de Sales, a new Catholic high school for boys, is being built near Ottawa Park.

Lucas County Schools. In the Lucas County rural areas the school systems are organized by townships with a county superintendent at



Whitney Vocational



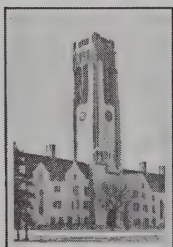
Clay High School



Scott High School



Waite High School



University of Toledo



Central Catholic High School



Woodward High School



Libbey High School



DeVilbiss High School



Notre Dame Academy



Macomber Vocational



Maumee High School

Some of Lucas County's High Schools.

(Photos by Richard Drouard)

the head of them. There are boards of education for each township. The city of Maumee and the village of Sylvania have their own school organizations. The rural school population numbered nearly 57,000 in 1955. The tendency in the county is to have centralized schools

to which the children are taken by bus. The day of the one-room school house is over. Centralized schools make it possible to hire better prepared teachers, to have more adequate equipment, and to offer a greater variety of courses.

The Lucas County high schools are among the best in the state of Ohio. There are five of these: Whitmer, Clay, Anthony Wayne, Holland and Ottawa Hills. A new high school in Adams Township is about to be constructed. Recently the school districts of Waterville, Monclova and Whitehouse were consolidated so as to permit the construction of Anthony Wayne High School. The old high schools in these districts were converted into up-to-date standard elementary schools.

In the rural schools the idea of the junior high school is favored. There are two of these in Lucas County: Washington (affiliated with Whitmer), and one affiliated with Clay. The junior high school is based on the idea that in the seventh, eighth and ninth grades it is better to have special departments so that teachers are better prepared to do more efficient teaching. It is believed that students in those grades are able to branch out into such subjects as algebra, sciences, Latin, foreign languages and other specialties. Junior high schools are not necessarily in separate buildings.

The county schools are progressive institutions. Examples of this are the classes in agriculture at Clay and Anthony Wayne High Schools. Under specially trained teachers instruction is given in the ideas and practices of good farming: crop planning, bookkeeping, soil fertility, the care of animals, the use of tractors, marketing and so on. Projects are conducted by the pupils. For example, a student may be assigned the management of a litter of pigs from birth to market. Students in these classes are also members of the Future Farmers of America. Delegates attend state and national conventions and get experience in social contacts, public speaking and parliamentary procedure.

The county schools are well supplied with books in their school libraries and through the services of the Lucas County Library with its headquarters in Maumee. The famous Bookmobiles make their regular visits to keep books and periodicals in circulation. Thus it supplies the greatest possible number of readers. Contacts with the Toledo Museum of Art and the Historical Society of Northwestern Ohio also bring aid to the searchers for a well-rounded education. This is also true of the Toledo and parochial schools.

New Aids for Education. Toledo has been a pioneer in the use of radio education. WTDS, the FM station of the Toledo Public Schools, was opened in McKinley School in May, 1948. This was

eleven years after radio education had been started in a room at Warren School. Harry Lamb has been in charge of the radio department since its beginning. Each school has at least one FM radio receiving set which has been purchased by the individual school. Sometimes the Parent-Teachers Association buys several radio receiving sets so that more rooms can listen to the programs at the same time. During the school year daily programs of an educational nature supplement the regular class-room teaching. Each high school has classes in radio education. Some students learn to run the station while others take courses in script writing and the production of programs. Since 1949 E. L. Bowsher, superintendent of the Toledo Public Schools, has given regular talks to the teaching staff over the facilities of WTDS.

Television programs are prepared and presented over the facilities of WSPD-TV. The hope is that there may soon be an educational television station in Toledo.

The University of Toledo. Jesup W. Scott founded the Toledo University of Arts and Trades in 1872. He wished to have schools where practical "arts and trades" were taught. At that time the regular high schools taught no such things. Scott and his sons intended to locate these schools where there were industries. For instance, land was bought at Airline Junction where there were railroads. It was expected that the city might help support these schools and the Scotts turned the land over to the city in 1884. For about 25 years the children of working men went to Toledo University to receive practical training which the public schools did not offer. This training included carpentry, sewing, cooking and similar subjects. The Manual Training Building was built in 1886 next door to Central High School, where the Public Library now stands. In 1906 manual training was taken into the public school system and operated under the Board of Education.

All that was left of the University of Toledo was its Medical School. This was about to be abandoned, but Dr. John S. Pyle and other friends of the "real university" idea persuaded City Council to grant some money for the University. Dr. Pyle and others worked very hard to make possible the University of Toledo as it is today. They kept after Council to appropriate money and sometimes even paid expenses with their own funds. The growing enrollment showed that hundreds of people in Toledo, who could not afford to send their children to out-of-town colleges or universities, wanted to have their young people attend the University of Toledo.

A. Monroe Stowe was president of the University from 1914 until 1925. He set up a program that raised the school nearer to an

institution of higher learning. He wished to adapt the University to the needs of the people of Toledo. He started a College of Education for the training of teachers, had classes in business science which led to the College of Business Administration, established an Industrial Arts program which expanded into the College of Engineering, and improved the College of Arts and Sciences. The Junior College program helped those who could go to school only two years. The College of Pharmacy was improved so that the University could supply druggists to the Toledo area. The College of Law grew to be a highly respected school. The Medical College was discontinued in 1914 because it could not be kept up to the standards of modern medical education.

In the 1930's, 1940's and 1950's Dr. Philip Nash and his successors were able to obtain federal aid. This made it possible to construct new buildings for dormitories, and for social, athletic, and military activities.

Summer sessions and night classes widened the usefulness of the University of Toledo to the community. Changes in the various colleges tended to improve them, and new, well-trained instructors helped to improve the standing of the University. Students from many states and several foreign nations now are enrolled in the University of Toledo.

Mary Manse College. There is also Mary Manse College. This is a diocesan women's college founded in 1922 by His Eminence, Samuel Cardinal Stritch, D.D., then Bishop of Toledo. It is conducted by the Ursuline Nuns and operates under the charter granted in 1873 to the Ursuline Convent of the Sacred Heart.

VOCABULARY

- | | | |
|-------------------------|--------------|-------------------------|
| 1. architectural design | 4. intensive | 7. political preference |
| 2. diocese | 5. parochial | 8. trend |
| 3. dormitory | 6. pharmacy | 9. ward politics |

THINGS TO REMEMBER

1. What are the advantages of the way in which school boards are now elected?
2. In what ways is the school system of Toledo "big business"?
3. In what ways do the parochial schools differ from the public schools?
4. How does the Board of Education of Toledo Public Schools provide for high school training for boys and girls?
5. What arrangements are made for the education of children in the rural areas of Lucas County?

6. What are the opportunities for radio education in the Toledo and Lucas County areas?
7. What was the early history of the University of Toledo?
8. Of what advantage is the University now to Toledo young people?

CHAPTER 3

The Arts Are Brought Within the Reach of All

The public libraries and the Museum of Art offer education and enjoyment to thousands of residents of Northwestern Ohio.

Libraries. The public library system in Toledo is the result of various movements to supply books and opportunity for self-education to the people. In December 1838 the Toledo Young Men's Association was organized under a charter granted by the Ohio legislature, the object of this society being to establish "a lyceum and public library in Toledo." A lyceum is an association which provides lectures, concerts, and entertainment for a community. This group, over a period of years, brought to the city for lectures such people as Ralph Waldo Emerson, Mark Twain, and other noted people. Debates were held among the association members. In 1845 the library of about 500 volumes was open to members who paid a fee of two dollars per year.

In 1864 the association reorganized under the name of the Toledo Library Association and was supported by memberships and donations.

In 1873, a free public library was organized by an act of the legislature. The library was located at Summit Street and Madison Avenue in the King block opposite the site of the present Waldorf Hotel. The Library Association then transferred its property and books to the new Toledo Public Library; thus Toledo, now had a free tax-supported library available to everyone. The new library opened to the public, November 3, 1873. It had a collection of 6,198 volumes and issued about 4,500 books the first month it was open.

In 1888, a new site for the library on Madison and Ontario Streets was secured, and a building was erected. It was opened to the public, June 23, 1890. An interesting thing about the building is the fact that it stood on the site of the old Miami and Erie Canal bed. The building cost \$75,000.

In 1899 a Children's Department was opened in the Library.

In 1917 Andrew Carnegie of New York gave \$125,000 for branch libraries on condition that the city provide ground and financial sup-

port after the libraries were built. Five Carnegie branches were built. By 1954 Toledo had 11 branch libraries in addition to the beautiful new Main Library built in 1940 which occupies an entire block bounded by Madison Avenue and Adams Street, and Michigan and Tenth Streets where old Central High School used to be.

There are many services that are part of this "democracy of books." Collections of books are lent to the public and parochial schools by the Toledo Public Library for the school term. Instruction is given to classes which come to visit the branch library in their district. Each of the high schools has its own library which is kept up by the Board of Education. Sylvania and Maumee were both given grants for libraries by the Carnegie Corporation. The Maumee Library is also the Lucas County Library and serves the township schools in the entire county.

Public libraries are tax-supported. Most of the money for this purpose comes from a locally collected tax on such things as stocks, bonds, and mortgages (called intangibles). Most of the money for the Toledo Public Library, Sylvania Public Library, and the Lucas County Library, with headquarters in Maumee, is granted from this fund by the Budget Commission of the county after the libraries have submitted their budgets to the Commission.

It should be emphasized that the Lucas County Library at Maumee provides service for areas not reached by Toledo and other public libraries. There are two Bookmobiles for the country schools and one for general community service. The latter, in 1954, had 63 community stops and 33 house stops on its route. There are four community branch libraries in school buildings and five branches run in cooperation with schools on a contract basis.

Toledo Museum of Art. The Toledo Museum of Art is one of the most appreciated educational facilities of Northwestern Ohio. The project was started in 1901 by a group of Toledo men headed by Edward D. Libbey, the glass manufacturer. George Stevens, newspaper man and artist, was the first director. Both Libbey and Stevens were interested in art education for all of the people rather than for a select few. The early exhibits of the Museum were displayed in a remodeled house at the corner of Madison Avenue and Thirteenth Street, but the quarters soon became overcrowded.

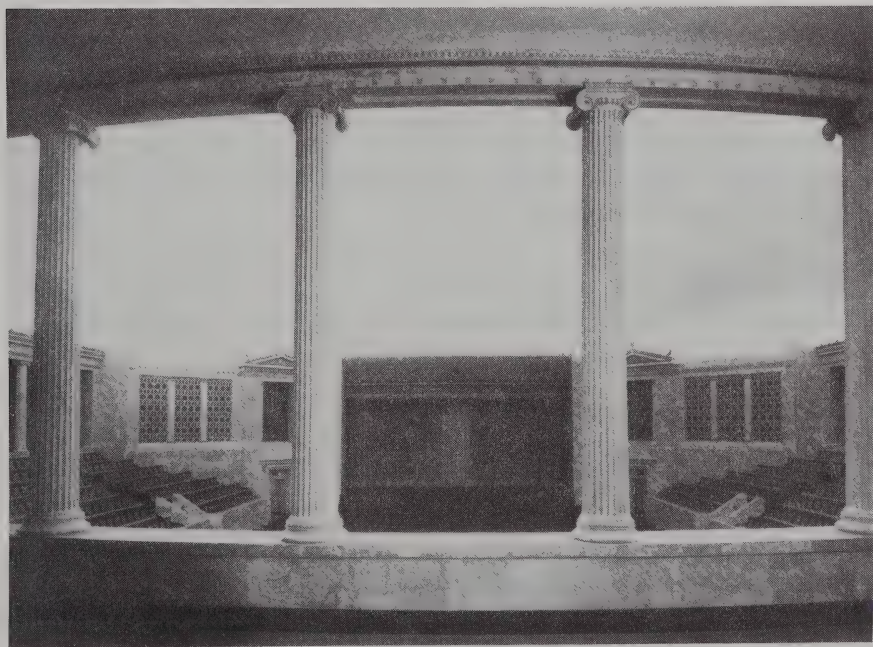
In 1908 Libbey offered \$50,000 toward a new building if the public would raise another equal sum. The amount was subscribed in twenty days. Libbey then donated five acres of land where the central part of the present museum now stands. The central building was opened in 1912. Later on Libbey donated more money and the public again contributed. Contributions of other people, added to

what had already been received, made possible the building of the two beautiful wings to the main structure.

The Toledo Museum of Art is an exceptionally beautiful building. It follows the ideas of Greek architecture and the grounds are artistically landscaped. The galleries contain a wide variety of exhibits. The Great Hall, for instance, houses one of the most complete collections of glass to be found anywhere in the world. There are objects from many of the older civilizations including Egypt and countries of the Orient. Representative paintings of the great artists of all times hang in the galleries.

The Museum is primarily an educational institution. The lower floor of one wing contains the School of Design. There are nine classrooms which are equipped for the teaching of drawing, painting, ceramics, metal work, and several other phases of art. Complete facilities for conducting the school have been arranged. There are 2,100 lockers, a lunchroom for students, a photographic laboratory, and a department where students may buy art materials.

Classes in the School of Design are open to adults two evenings a week. Students from the University of Toledo come to the Museum for their art training. Saturday classes are conducted for children of all ages. The financial charge, in the children's groups, is little more than the price of materials.



The Peristyle.

(Courtesy Toledo Museum of Art)

On Saturdays there are also music appreciation classes for young people. Children as young as four or five years old are admitted to them.

Music training is just another phase of education which is offered to the public by the Toledo Museum of Art. There is a library of over 7,500 recordings which visitors may listen to and enjoy in the Museum or which they may check out as one does library books. Each year concerts are scheduled in the Peristyle, the beautiful auditorium which was built as a memorial to Mrs. Libbey. The great musicians of the world perform there for the pleasure of thousands of Toledoans. There are also children's free Sunday afternoon concerts. In the early 1950's Chamber Music concerts were given in the Great Gallery to small audiences. There is also a Toledo Symphony Orchestra.

The Museum has an exceptionally fine library of books on music and art. The books and reading room are for the use of those who are interested and books may be taken out for short periods.

The public and parochial schools use the Museum continually. Whole classes come at regular intervals for instruction in both music and art. Older children visit at least twice a year and whenever there are special exhibits. The general exhibits at the Museum are free at all times. When there is a special showing of great importance, a small fee is charged. Even special exhibits are free to classes of school children. The Toledo Museum is an important part of the lives of Toledo children.

The interest which all Toledoans have in their museum is shown by the fact that each year the number of people visiting the Toledo Museum of Art equals about 100% of the population—there were over 315,000 visitors in 1954.

VOCABULARY

- | | | |
|-----------------------|-----------|--------------|
| 1. bequest | 3. estate | 5. subscribe |
| 2. democracy of books | 4. lyceum | |

THINGS TO REMEMBER

1. Trace the development of the library system in Toledo and Lucas County.
2. How are the libraries in Toledo and the County operated now?
3. How did Edward D. Libbey and the people of Toledo go about starting and developing a museum of art?
4. In what ways does the Toledo Museum of Art benefit the people of Toledo and the surrounding area?
5. What special advantages does the Museum offer to children?

UNIT ACTIVITIES

1. On a map of Toledo show where the different races and nationalities settled when they first came to Toledo.
2. Make a chart listing the different races and nationalities which came to Toledo and show what each contributed to the growth and welfare of the community.
3. Find pictures of costumes worn by various nationalities who came to Toledo. Use these to design costumes for dolls or to make drawings in color.
4. Try to have an interview with someone at the International Institute and give a report to the class about the work of that organization.
5. Talk to older people whom you know and have them tell you about the days when they first came to Toledo. Compare what you learn with what someone else has found out.
6. Arrange a program of dances of other lands and present it in the auditorium.
7. Survey your school building to find out some of the things that the business assistant superintendent and his staff would have to take care of.
8. After your class has made its annual visit to the district high school discuss the differences you noticed between it and your own school.
9. Talk with someone who attends parochial school and find out how it is different from the public school. Tell the class about it.
10. If possible plan a class visit to WTDS. Notice how the station is operated and make an outline of this after a discussion period. Plan a radio script on some part of local history. Produce it as nearly as possible as you would on the radio.
11. Secure information about the University of Toledo to find out what the requirements are for the profession you might wish to enter. Plan your high school schedule with your future profession in mind.

BOOK LIST

Allen, Adam, **Dollar a Share.**
Angelo, Valenti, **The Bells of Bleeker Street.**
Beim, Loraine, **Carol's Side of the Street.**
Burgyn, Melbane, **River Treasure.**
Evans, Eva K., **Jerome Anthony.**
Evans, Eva K., **Tim's Place.**
Gibson, K., **Pictures To Grow Up With.**
Hillyer, Virgil M., **A Child's History of Art.**
Huntington, H. E., **Tune Up.**
Jacobs, Emma A., **A Chance to Belong.**
Judson, Clara I., **Peter's Treasure.**
Judson, Clara I., **The Lost Violin.**
Kingman, Lee, **The Rocky Summer.**
Kinsella, H. G., **History Sings.**
Kovszky, Dan, **Sugar Bush.**
Means, Florence C., **Children of the Promise.**
Sekar, Alvena, **Zuska of the Burning Bush.**
Tunis, J. R., **Keystone Kids.**

VISUAL AIDS

1. **Americans All** (film with sound).
2. **Immigration—American History Series** (film with sound).

Unit 10 **Northwestern Ohio Becomes a Part of the Movement Toward International Cooperation**

During the period beginning with the latter part of the 19th century and extending beyond the first half of the twentieth century, the people of the United States learned some very hard lessons. The residents of Lucas County found out, along with the rest of the nation, that problems in far-away places could lead to wars in which local people must risk their lives and fortunes.

CHAPTER 1

The United States Helps Other Peoples to Become Free

In the 1890's the people of Cuba, who lived on the large island off the coast of Florida, rebelled against their Spanish overlords. Although Cuba had been controlled by Spain for nearly 400 years, the mother country had been unable to maintain decent living conditions or a satisfactory form of government. The Cubans had never had an opportunity to govern themselves. The oppression and cruelty which they had suffered caused them to revolt against the Spanish tyrants.

Lucas County and the Spanish-American War. Like most Americans, the people of Lucas County sympathized with the Cubans. "Woe for poor Cuba," wrote one of the local newspaper editors as the Cuban revolt entered its third year in 1897. Spain was denounced for its savagery and the Spanish leaders were said to be butchers. When the American battleship *Maine* was blown up in Havana harbor in February, 1898, most Toledoans shouted for war against Spain. "Remember the *Maine*", became the battle cry.

It was felt that democracy needed to be spread to all parts of the world where it did not exist. The Toledo *Bee* said:

All Europe is one vast powder magazine . . . Democracy, freedom are held down by hired armies. There is more in all this than suffering Cuba or the exploded *Maine*.

Lucas County boys had actual contact with the Cubans. The local militia, known as the Sixth Regiment, did not take part in the actual fighting against the Spaniards, but they were part of the American army of occupation that took over after the surrender of



Officers and men of the 6th Ohio Regiment in training in Tennessee.

(From L. W. Howard, Spanish-American War Album)

Spain. They stayed in Cuba from January to April, 1899, and withdrew when it was discovered that it was better to have the Regular Army control Cuba than homesick militia. While in Cuba our local boys saw that Cubans lived at a much lower standard of living than most Americans. Captain Lloyd W. Howard of Company K wrote a book entitled **War Album**. In this he described Cuba as a "queen in tattered, patched and soiled robes" awaiting "the turn of the wheel, which shall invest her with the dignity of prosperous days, of power and wealth."

John Eaton in Puerto Rico. Toledoans took special pride in the fact that their former Superintendent of Schools, John Eaton, was made first educational administrator of Puerto Rico, which the United States also conquered from Spain. Eaton began the reform of the old Spanish school system. He made the schools free instead of subject to a system of paying fees. He got rid of religious teaching. He abolished the system by which the regular teachers took their pay and paid part of it to a substitute to do all the teaching.

The Problem of the Philippines. Lucas Countians also learned to feel responsible for improving the Filipinos whose islands the United States took away from Spain. Boys wrote home describing the backwardness of the natives. One corporal in the American army of occupation wrote, "Rudyard Kipling hit the nail on the head when he said these natives were half devil and half child." A majority of the people of the United States felt that the Americans should stay in the Philippine Islands and teach the Filipinos how to support schools, keep healthy, and have self-government. The editor of the **Bee** even thought that this was only the beginning of America's mission to free the world. "The searchlight of liberty will never stop

at the Philippines. On and on throwing the light on dark places, liberty will move until the human race is free and the democratic principle is triumphant the world over." However, a great many agreed with Mayor "Golden Rule" Jones who believed that the Filipinos were fit for immediate independence.

China and the Open Door. The Chinese also received local sympathies. One Toledo newspaper editor wrote that there was need for a greater effort to educate the Chinese in the ways of Christianity. In 1899 when the United States declared the policy of the "Open Door" to protect China from being swallowed up by Japan and other nations, a local editor said the declaration was "a noble work of peace."

Sympathy for Mexico. Similar sympathies were expressed for Mexico in 1913-14 when the Mexican people sought to overthrow their undemocratic dictator, Porfirio Diaz. President Wilson was most influential in enabling Mexico to organize a new government under a democratic constitution. In 1916, when disorder became too bad along the border, American troops were called out. Among these were the Sixth Regiment which had served in Cuba. The experience gained by the Sixth on the Mexican border explains why many of its men were among the first to see action in World War I.

VOCABULARY

- | | |
|-------------|--------------------|
| 1. denounce | 3. powder magazine |
| 2. invest | 4. woe |

THINGS TO REMEMBER

1. Why did the United States help to free Cuba, Puerto Rico, and the Philippines?
2. What other help was given these islands?
3. In what ways did the United States help China and Mexico?

CHAPTER 2

The United States Enters World War 1 But Does Not Join the League of Nations

Attitudes Toward Germany. In 1917 the people of Lucas County were enthusiastic in supporting the entry of the United States into World War I. One of the reasons for this was the belief that German autocracy was the cause of the war. It was thought that the Kaiser



Spanish-American War

World War I

World War II

Soldiers in Three Wars.

and the military overlords were using the people of Germany to make aggressions on other nations. These leaders were said to be anxious to promote selfish personal ambitions for glory.

Not all Lucas Countians felt this way because there were so many German-Americans here. Before the United States entered

the war these German-Americans said that our government was not protesting as much against English interference with our neutrality as it was against German interference. They said the English seizing of American ships was just as bad as the German submarines sinking of English ships with Americans aboard. They said that the war was not started by Germany and her allies, but by France and Russia. However, in 1917, the United States was forced into war by Germany's declaration that American ships would be sunk by submarines. Lucas County German-Americans swallowed their pride and were loyal to this nation.

A War for Democracy. The slogan "to make the world safe for democracy" was important in the minds of local people in supporting the war. They really went to war in a blaze of idealism. They rejoiced that Russia, seemingly, had become a democracy in March, 1917 when the Czar was dethroned. The only autocracies left were Germany and her allies. People believed that Germany was the "mad dog" of Europe. Defeat Germany and the whole world would be at peace because all countries would be democracies.

Lucas County's Part in World War I. During World War I, 13,785 Lucas County men were in the armed forces of their country. Of these, 330 lost their lives in service. Some of our naval militia were placed on destroyers and other craft which laid anti-submarine mines and pursued submarines when they were discovered. Naval volunteers also were in the crews of war vessels which convoyed merchant ships and troop transports across the Atlantic. Thus the terrible toll of German submarine attacks was reduced so that American troops and supplies could rush to the rescue of the tired English and French. Local Navy men received their basic training at Great Lakes Naval Training Station near Chicago.

There were three kinds of land troops from Lucas County: volunteers into the Regular Army, the militia men, and the draftees. The Regular Army was the first to land in France, 196,000 having arrived by the end of 1917. This was not enough to provide much reinforcement for the battle-weary French, British, Belgians and Italians, but their mere presence was a morale booster.

Rainbow Division. The first militia to get "over there" was the Rainbow Division to which Ohio supplied the 166th Regiment. There were about 60 Toledoans in the 166th. The Rainbow Division was a collection of the best prepared militia throughout the United States. Experience in the Mexican border scuffles had helped the Ohioans to be in this state of preparedness. The entire Rainbow Division had arrived in France by December, 1917, and was ready for

battle action in March, 1918. It fitted into the defensive and offensive movements of the Allied command that led to victory in November.

37th and 83rd Division. Most of the rest of the Ohio militia was organized into the 37th Division which trained at Camp Sheridan in Alabama. It arrived in France during July, 1918, and, after a brief training for battle, was rushed into action in August.

As for the draftees from Ohio, these were trained at Camp Sherman near Chillicothe. They reached France in June, 1918 to become a replacement division known as the 83rd. That is, the 83rd Division as such did not go to the front, but about 90% of its men were sent as replacements to the battlefronts of France and Italy. When the 83rd left Camp Sherman, the 84th took its place. This was a replacement division on American soil.

Bond Campaigns. War is always very expensive, so the United States needed a great deal of money. Lucas County oversubscribed four Liberty Loans during the war and did the same for a Victory Loan which was needed immediately after the war. During the Fourth Liberty Loan a systematic plan resulted in the canvassing of every home. Toledo was the first large city to meet its quota, and received the National Honor Flag for so doing. Besides the gener-



Lucas County Being Awarded the National Honor Flag in October, 1918, for Being the First Metropolitan Area to Meet Its Fourth Liberty Loan Quota.

(Courtesy E. A. Machen.)

osity shown in buying bonds, these same people gave liberally to the American Red Cross.

A contribution of Toledo to the war effort was the building and repair of United States war vessels at the Toledo Shipbuilding Com-

The women of the whole district spent a great deal of time working for the Red Cross preparing hospital supplies, and knitting articles necessary for the men in the armed forces. Women also aided in the conservation of food. Home economists were hired to show housewives how to use different kinds of grains for bread so that wheat could be saved for the use of the men in the services. Civilians had to get accustomed to the use of many synthetic products such as artificial silk when it became impossible to import things from foreign lands. Daylight saving was begun during the war to help save coal.

The Peace that Followed World War I. The fighting in World War I ended with the signing of an armistice on November 11, 1918. It was followed by twenty years of peace which are sometimes called the period of isolation. The United States managed to stay out of war, but in the end it was discovered that the aggressor nations took advantage of our isolation.

A peace treaty had to be made at the close of World War I. President Woodrow Wilson believed that all nations should unite to guarantee peace so there could be never again be such a terrible war as the world had just endured. He helped write a "covenant" (constitution) for a League of Nations. There were many arguments in the papers and magazines about the League. The **Times** and the **News-Bee** favored it, and agreed that another war would destroy civilization. The **Blade** was against the idea. It claimed that there was no need for the nation to get mixed up in all the world's petty squabbles. Most of the people of the County seem to have been against the League because a majority of the votes in 1920 were for President Harding who campaigned against it.

In the 1920's and 1930's the people of Lucas County, along with most of the other Americans, felt that they were on the road to permanent peace. A series of treaties started the reduction of the navies of the nations of the world. Arrangements were made by which disputes concerning the Pacific area could be settled. The nations promised to help China stay independent. Local people were proud that the United States was taking the lead in getting rid of some of the causes of war.

In 1928 a treaty which supposedly outlawed war was signed by the leading nations of the world. The United States, however, would

not join the World Court which was organized for the settlement of disputes. The Toledo papers, the **Times** and the **Blade**, gave many reasons why the United States should not join the World Court. Public opinion was also against the making of munitions for war purposes. The Neutrality Laws of 1935 prohibited the sale of munitions and the loaning of money to warring nations. One Toledo newspaper editor said that selling munitions and loaning money were the main causes that got the United States into World War I.

World War II Begins. Because of the strict neutrality laws, Adolf Hitler, the master of Germany, thought that the United States would not help the democratic nations of Europe. He took over Austria and Czechoslovakia. When he invaded Poland on September 1, 1939, the second World War started.

The Neutrality Laws were then changed so that England and France could get munitions from the United States. Industries started to make articles of war, and two years later, on December 7, 1941, the Japanese attacked Pearl Harbor. The United States entered the war the next day.

VOCABULARY

- | | | |
|----------------------|----------------------|---------------------|
| 1. aggression | 5. isolation | 9. petty |
| 2. autocracy | 6. Kaiser | 10. synthetic |
| 3. blaze of idealism | 7. morale | 11. troop transport |
| 4. Czar | 8. personal ambition | |

THINGS TO REMEMBER

1. What events caused the United States to enter the first World War?
2. In what branches of the service were the men from Lucas County?
3. What was Lucas County's record in bond sales during and after World War II?
4. How did the women help?
5. What was President Wilson's plan for lasting peace?
6. What is meant by the period of isolation?
7. How did the Neutrality Laws affect the plans of Adolf Hitler?
8. What happened when these laws were changed?

CHAPTER 3

Lucas County's Part in World War 2

During the second World War the people of Lucas County again did their share to aid the United States. There were 42,200 men and women in all branches of the service. There were 1196 who

lost their lives while in service. The names of the dead appear on the honor roll of the War Memorial in the Civic Center in Toledo. Ten young men from the area died December 7, 1941 when the Japanese bombed Pearl Harbor. The young men and women in the County served in all branches of the armed forces and trained in camps in many parts of the United States. They also served in various parts of the world including Africa, India, Europe, the Pacific Islands, Alaska and Iceland, pushing the Germans, the Italians and the Japanese out of the lands they had conquered. Many of the men went first to Camp Perry on Lake Erie near Port Clinton. Others found their way to Fort Knox in Kentucky, Fort Ord in California and elsewhere. Some naval recruits trained at Bay View Park in the Naval Armory and others at Great Lakes Naval Training Station. The University of Toledo gave some training to candidates for the Air Force.

37th Division in World War II. In World War II Ohio's 37th Division had an even more thrilling record than in World War I. It had been in training at Camp Shelby in Mississippi since October, 1940. Its Tank Company, which was in the Philippines when war broke out, was captured with General Wainwright on Bataan. Only 10% of its men survived this Japanese imprisonment. A few units were detached early in the war for European duty and took part in the invasion of Germany. But in the spring of 1942 the main body was sent to the Fiji Islands where it trained for the island-hopping campaign against the Japanese. The 37th took part in the conquest of Guadalcanal, New Georgia, Bougainville and the Philippines. 15,690 awards and decorations were given members of the 37th during World War II. These included 7 Medals of Honor, 109 Distinguished Service Crosses and 939 Silver Star Medals.

U.S.O. The United Service Organization (U.S.O.) offered help and recreation to armed forces personnel while they were in Toledo. There were two stations of this organization in the city. One was at the Union Station, and the other was on St. Clair Street in the Willard Hotel. The people of Toledo entertained thousands of service men during the war years. The U.S.O., of course, followed the soldiers to all foreign countries. The Toledo **Blade** summarized the services of Lucas County troops in its issue of August 15, 1945:

They braved the cold of Iceland, the snow, slush and mountains of "sunny Italy". They endured the jungles and swamps of Guadalcanal, New Guinea, Bougainville and Philippines, and they did not let the dust of Africa stop them. The thousands who joined the Navy took part in the battles of the Coral Sea, Midway, the Philippines . . . Its soldiers sweated it out in Mississippi and the swamps of Louisiana, Camp Shelby, Mississippi,

Camp Wolcott, Texas, Camp Forrest, Tennessee, Fort Knox, Kentucky, Fort Ord, California, Camp Hood, Texas, and scores of other camps which took in Lucas County youths and turned them out trained soldiers.

Thousands, too, passed through the Great Lakes, Illinois training station, and the marine training centers at Parris Island, South Carolina, and other points. The United States Naval Training Station at Bay View Park turned out literally thousands of trained storekeepers, and millions of dollars worth of equipment has passed through the Rossford Ordnance Depot.

Lucas County War Plants. Lucas County made an outstanding contribution in providing materials for fighting. The Willys-Overland Company was the largest single war producer in the area. Nearly 400,000 Jeeps were delivered to the Allied armies. They were used as tractors, snowplows, bulldozers, and battering rams besides their normal use for quick transportation. The Willys Company also made shells, bullet cores and parts for planes.

The Toledo Scale Company made precision testing equipment, such as wind tunnels, instruments for testing icing, pressure, and altitude conditions, scales to weigh airplanes and to balance parts of gyro-pilots.

Owens-Corning Fiberglas Corporation made insulation, cloth for parachutes, filters, packing for various uses, filler for life belts, and many other necessary glass items.

Other Industries Contributed. The Spicer Company turned out for war vehicles its usual line of transmission assemblies, gears and propeller shafts among other things. The Electric Auto-Lite constructed ignition systems, batteries, coils and other parts. The diving compressors which helped divers clear clogged harbors were manufactured by the DeVilbiss Company which also built smoke screens and spraying outfits. The "Whirling Flame" aircraft heaters which the Surface Combustion Company produced were able to operate at an altitude of 51,000 feet. Doehler-Jarvis Company, now the Doehler-Jarvis Division of National Lead Company, manufactured almost 10,000 different war parts by their die-casting method. The American Propeller Company made hollow-steel propellers. The Bunting Brass and Bronze Company made those small, but important, brass and bronze bushings without which none of the large machines could operate. Numerous other industries manufactured countless items which were necessary for the promotion of the war. Thousands of women in Northwestern Ohio went to work in factories so that the men might be released for service in the armed forces.

The United Nations Was Planned to Keep Democracy Safe. After the second World War started, the people of the United States realized what a mistake they had made by not joining the League of Nations after World War I. From the beginning of World War II a United Nations was planned. This time the leading newspapers, including the **Times** and the **Blade**, were in favor of such an organization. Through the medium of the radio, as well as the press, the people of America had kept track of what was going on, and had learned a great deal about the reasons for the war. This was possible because newspaper men and radio commentators were in many places where the war was in progress. Americans whose relatives were in Europe, in the Pacific area, or in the many other places where fighting was going on, waited with anxiety for news of the members of the family who were far away in the war zones.



Model United Nations General Assembly at the University of Toledo.

(Courtesy Toledo Blade)

United Nations. The United Nations, as it was first organized, was not entirely satisfactory, but was the best that could be formed at that time. Radio programs, both local and national hook-ups, and the newspapers tried to explain to the people why Russia received so many concessions.

The United States not only became a member of the United Nations, but also sent aid to Greece and Turkey to help prevent Communism in those countries if Russia tried to take them over. In 1948

the Marshall Plan, worked out by General George Marshall, arranged to help feed the free countries of Europe, and aid in re-building railroads, bridges and buildings which had been destroyed by the war.

The people of Lucas County strongly supported these efforts to feed and re-build Europe. A local chapter of United Nations operated until 1954 when the organization was changed to become a part of the Toledo Council on World Affairs.

When Czechoslovakia was taken over by Russia in 1948 the Marshall Plan seemed even more necessary as a plan for helping the free nations of Europe. People of Toledo were greatly honored when General George Marshall came to the city as the guest speaker to open the Red Cross drive for funds early in 1950. He was, at that time, president of the American Red Cross.

In 1949 the North Atlantic Defense Treaty was drawn up. It included the United States, Great Britain, France, Belgium, Holland, Canada, Luxemburg and Italy. By means of this agreement each member promised to help every other member in case of attack. It was, of course, directed against Russia.

In the year 1955 young men and women from Toledo and Lucas County still serve in the far corners of the earth as part of the American Forces which seek to safeguard the freedom of nations wherever they are in danger.

VOCABULARY

- | | |
|------------------|-------------------|
| 1. gyro-pilot | 3. ordnance depot |
| 2. medium (noun) | 4. personnel |

THINGS TO REMEMBER

1. What was the contribution of Lucas County to the second World War in man and woman power?
2. Where did the local people serve?
3. In Toledo what provisions were made to help service personnel?
4. In what ways did Toledo industries serve the Nation during World War II?
5. Why was United Nations planned before the war ended?
6. What part has Toledo taken in United Nations affairs?

UNIT ACTIVITIES

1. Do some reading about the Spanish-American War. On a map of the world show where action occurred. Mark in red where Lucas County men served.
2. Make sketches or paint pictures to show the type of country where the Spanish-American War was fought.

3. On a map of southern United States and northern Mexico show where American troops did border duty in 1916.
4. Arrange a discussion concerning the events which led to the first World War.
5. Use a map of Europe to show the countries which engaged in the first World War. Indicate the side on which each country fought. Show where Lucas County men saw action.
6. You are in France with the Rainbow Division. Write a letter home. Remember that you must not tell exactly where you are.
7. Prepare a dramatization of a bond campaign to raise money for the Liberty Loan. Reproduce a poster to use in the dramatization.
8. Write a letter to a friend telling about Red Cross activities in Toledo during 1917-1918.
9. Write in your diary your ideas about the League of Nations and also what the local newspapers said about it.
10. Find out about the various treaties which were supposed to provide for permanent peace. Make a chart showing the name of the treaty and what it provided for.
11. Do some research concerning the events which led directly to the beginning of World War II on September 1, 1939.
12. Find out what were the events which led up to the entry of the United States into World War II. Present the material to the class. Choose your own way of doing this.
13. Make a series of pictures or sketches to show the different places where people from Toledo and Lucas County served during World War II.
14. Prepare a display to show the class the contribution of Toledo industry to the second World War.
15. Prepare and give a United Nations program for the entire school.

BOOK LIST

Spanish-American War

Glick, Carl, Mickey.

Lamprey, Louise, Days of the Leaders.

World War I

Andrews, Mary R., Yellow Butterflies.

Bairnsfeather, Bruce, Fragments From France.

Baynes, E. H., Animal Heroes of the Great War.

Burke, Kathleen, Little Heroes of France.

Mukerji, Dhan Gopal, **Gay-Neck.**
Nordhoff, Charles B., **Falcons of France.**
Rowell, Cora W., **Leaders of the Great War.**
Silvercruys, Suzanne, **Suzanne of Belgium.**

World War II

Andrews, Mary E., **Messenger by Night.**
Aulaire, Ingri, **Wings For Per.**
Barne, Kitty, **Visitors From London.**
Barne, Kitty, **Three and a Pigeon.**
Bechdolt, J. E., **Junior Air Raid Warden.**
Becker, C., **Youth Replies, "I Can."**
Blackstock, Josephine, **Wings for Nikias.**
Blackstock, Josephine, **The Island on the Beam.**
Bishop, Claire, **Pancakes Paris.**
Brier, Howard, **Swing Shift.**
Crawford, Phyllis, **Defense Plant.**
Crawford, Phyllis, **Second Shift.**
Felsen, Henry, **He's in Submarines Now.**
Felsen, Henry, **Navy Diver.**
Floherly, John J., **The Courage and the Glory.**
Hargrove, Marion, **See Here, Private Hargrove.**
Haskins, Philip, **Bomber Pilot.**
Haskins, Philip, **Coast Guard Ahoy.**
Holman, Gordon, **Commando Attack.**
Lansing, Elizabeth C., **Ann Bartlett at Bataan.**
Lansing, Elizabeth C., **Nancy Naylor, Flight Nurse.**
Mason, F. W., **Pilots, Man Your Planes.**
Meador, Stephen W., **The Long Trains Roll.**
Meador, Stephen W., **Q-Boat.**
Paston, Marsha, **Girl Without a Country.**
Scoggin, Margaret, **Battle Stations.**
Stansbury, Jean, **Bars on Her Shoulder.**
Watson, Helen O., **Trooper, United States Army Dog.**
Watson, Helen O., **Shavetail Sam, Army Mule.**

United Nations

Fisher, Lois, **You and the United States.**
Galt, Tom, **How the United Nations Works.**
Roosevelt, Eleanor, and Ferris, Helen, **Partners, The United Nations
and Youth.**
Sterling, Dorothy, **United Nations, N. Y.**

VISUAL AIDS

1. Toledo Tomorrow (film with sound).
2. To Save Mankind—United Nations (film strip).
3. World War II (film strip).

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Lake Port

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Hosmer, H. L.,

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Howe, Henry,

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Keller, Kathryn Miller,

Lucas County Tourist Guide, 1950 and 1952

Killits, John M.,

Toledo and Lucas County

Slocum, Charles E.,

History of the Maumee River Basin

VanTassel, Charles S.,

Story of the Maumee Valley, Toledo, and the Sandusky Region

Waggoner, Clark,

History of Northwest Ohio

Winter, Nevin O.,

A History of Northwest Ohio

Biography

Boyd, Thomas,

Mad Anthony Wayne

Coffin, Levi,

Reminiscences of Levi Coffin

Dutton, Charles J.,

Oliver Hazard Perry

Ohio History

Roseboom, E., and Weisenberger, Francis,
History of Ohio

Wilson, Frank N.,
Ohio Indian Trails

Federal Writers Project,
Ohio Guide

Clark, Edna,
Ohio Art and Artists

Frary, I. T.,
Early Homes in Ohio

Sanford, Anne P.,
Pageants Of Our Nation

Many other references are available in the Local History Room of the Toledo Public Library. There are maps, note books full of newspaper items, pictures, and booklets of many sorts.

2. Films

The card catalogs furnished the Toledo Public Schools list many films dealing with local history. Industries of this area issue films from time to time. Some are about the industry itself while others deal with the state of Ohio. The Standard Oil Company of Ohio issued a series of films in 1952. The Libbey-Owens-Ford Glass Company also has material which is suitable. These films may be secured either from the industry or through the Visual Aid Department of the schools.

3. Other Helpful Materials

The Ohio Historical Society
Ohio State Museum
Columbus, Ohio

Anthony Wayne Parkway Board
Ohio State Museum
Columbus, Ohio

(These organizations have pamphlets, pictures, and books which are about Northwestern Ohio.)

The Martha Kinney Cooper Ohioana Library Association
1109 Ohio Departments Building
Columbus 15, Ohio

This group issues the **Ohio Year Book** which has notes and pictures many of which are useful. They also have booklets which list famous Ohio people and other publications which help in the teaching of history.

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